

ACADEMIC ADVISEMENT AT THREE STATE UNIVERSITIES
IN THE STATE OF FLORIDA

By

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Abstract of Dissertation Presented to the Graduate
School of the University of Florida in Partial Fulfillment
of the Requirements for the Degree of Doctor of Philosophy

ACADEMIC ADVISEMENT AT THREE
UNIVERSITIES IN THE STATE UNIVERSITY SYSTEM OF FLORIDA

by

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Chairman: Dr. Harold Riker
Major Department: Counselor Education

This study was conducted for the purpose of investigating the effectiveness of academic advisement at three universities in the State University System (SUS) of Florida. Subjects were 559 undergraduate students and 45 faculty advisors.

Advisors were administered the Advisor Information Form in order to determine what priority they placed on advising behaviors which are developmental in nature. Advisees were administered the Advising Survey Form to determine their perceptions of advising and their overall satisfaction with advising.

The highest ranked advisor priority was "helping with course scheduling and registration." The lowest ranked advisor priority was "advisor being someone the advisee can discuss personal concerns with."

All advisor behaviors correlated significantly with advisee satisfaction. Advisor behaviors inversely related to advisee satisfaction were (a) "seemed in a hurry to end our meetings," (b) "gave me incorrect information about academic regulations,"

and (c) "did not encourage me to talk about my knowledge and experience."

Advisor helpfulness which correlated highest with advisee satisfaction was "picking courses appropriate to advisee's abilities and interests." The advising outcome which correlated highest with advisee satisfaction was "I am more confident in pursuing my academic program."

Other variables found to be significant predictors of advisee satisfaction were (a) number of advising appointments, (b) advisee classification, and (c) advisors' length of experience (inversely related to satisfaction).

Results of the study suggest that academic advisement in the Florida SUS is most effective when advisors engage not only in information giving behaviors, but also form developmental advising relationships, defined as relationships in which the advisor helps advisees achieve a synthesis of their academic, personal, and career goals.

Planners for academic advisement in the SUS are encouraged to address the need for repeat advising appointments, the lower levels of satisfaction among freshman and sophomore students, and the apparent diminishing effectiveness of advisors with long-term advising service.

CHAPTER I

INTRODUCTION

The advisee-advisor relationship is an educational model, one as old as the Greeks on their primitive logs, and one that is crucial for the success of higher education. (Charles Connell, President of the National Academic Advising Association, 1984)

An old saying proposes that "education is what you have left over after you have forgotten everything you have learned." The anonymous sage who penned those words no doubt would have embraced the contemporary concept of educating the whole person, for the whole person is "what you have left" long after information learned is forgotten.

Underlying any discussion of higher education is the assumption that educating the whole person, or the development of all aspects of students lives, remains a primary goal of colleges and universities (Brown, 1972). Yet, the consensus of recent reports by nationally recognized groups such as the Study Group on the Condition of Excellence in American Higher Education is that institutions of higher education are not achieving this goal. A federally sponsored report entitled, "Involvement in Learning: Realizing the Potential of American Higher Education" ("U. S. colleges not realizing potential," October 24, 1984) observed that "knowledge about how to improve . . . overall student achievement is accessible, but evidently higher education is not using it fully" (p.36).

Administrators point to declining enrollments, an increasingly diverse student body, and ongoing financial problems, all of which have challenged their abilities and resources. There exists within most institutions, however, a potentially powerful but largely untapped resource: academic advising.

The practice of providing students with academic advisement is not a recent one. In a letter to his mother dated June 1841, Rutherford B. Hayes wrote of the new practice of having each student choose from among the faculty someone who is to be his advisor and friend (Williams, 1971, p. 54).

An "advisor and friend" may play an important role in the student's decision to remain in college. In citing factors which promote persistence, Crockett (1983, p. 33) stressed the role of individuals who take a personal interest in students and who relate to students as persons, helping them to identify and clarify their purposes for attending college and what they hope to get out of the college experience. Chickering (1969) stated that "what students want, and find useful, are relationships with authentic persons" (p. 244).

Academic advisors are in the most likely position for providing this kind of student support. The one-to-one nature of the advising relationship counterbalances the impersonal environment which exists in many institutions. As interest in academic advising has increased over the past decade, the concept of developmental academic advising has emerged and continues to gain credibility.

Developmental academic advising is variously defined in the literature, but the common thread woven throughout is an emphasis on acknowledging the educational, career, and personal goals of the advisee. It is advisement which acknowledges that "humans move through a series of stages and developmental tasks" (Kohlberg, 1975, p. 253). As an integral part of the total college or university environment, developmental academic advising holds great promise for enhancing student development and, consequently, student retention.

Theoretical Framework

In recent years, the term "academic advisement" appears to have undergone a subtle shift in meaning. An emerging conceptualization of academic advising is one which views it as having a developmental function. Walsh (1979) said that "developmental counseling" has been borrowed from psychology and counseling, wherein it implies counseling a clientele composed of largely healthy people. The term may be applied to academic advisement as well, according to Walsh, because one goal of academic advisement is to assist students in academic and personal growth.

Traditionally, colleges and universities separate students' needs into academic and personal areas--the academic to fall under the purview of academic affairs, and the personal to fall under the purview of student affairs. Such a division is unwise, according to Ender, Winston, and Miller (1984), who stated, "Developmental academic advising reflects the institution's

mission of total student development and is most likely to be realized when the academic affairs and student affairs division collaborate in its implementation" (p. 19).

According to Thomas and Chickering (1984), to try to separate the academic and personal parts of students' existence is unrealistic. They believed that "how a student functions in academic arenas is closely related to how that student has felt, what the student has experienced, and how the student has developed in nonacademic arenas" (p. 90). Thomas and Chickering concluded that separating the two ignores the wholeness of each student. They support academic advising based on developmental theory because it legitimizes this wholeness and encourages development, both in and out of the classroom.

Crookston (1972) proposed that the opportunity for higher learning is also an opportunity through which the developing person may plan to achieve a self-fulfilling life, and that academic advising is "concerned not only with personal or vocational decision-making, but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills" (p. 12).

Polson and Jurich (1979) observed that, while a student may initially come to an academic advising appointment for purely academic reasons, the ramifications of academic decisions influence career and personal decisions as well. The academic advisor, therefore, is cast in the role of facilitating the student's academic, career, and personal growth.

According to Hurst and Pratt (1984), academic advisors may draw from many developmental theories, for example, life cycle, cognitive, and psychosocial theories. They stated that "each is in its own way valuable to academic advisors as they assist students along developmental paths" (p. 175).

A particularly appropriate model, however, is proposed by Drum (1980), who identified seven areas of student development: cognitive structures, esthetic development, identity formation, physical self, moral reasoning, interpersonal relatedness, and social perspective. According to Hurst and Pratt (1984), an academic advisor who goes beyond information-giving may have an impact on each of these areas of student development.

Hurst and Pratt (1984) referred to an "enlightened advisor" who, through a thoughtful, reflective, and studied process "helps the student identify those challenges and experiences designed to elicit greater approximation to a blueprint of the fully functioning person" (p. 179). In other words, the expected outcomes of this kind of academic advisement would be students who are more confident in pursuit of their academic goals, students who feel better prepared to seek work or pursue further study, and students who are better able to handle personal problems. As a consequence of these outcomes, students could also be expected to be satisfied with the academic advising they have received.

Morrill, Oetting, and Hurst (1974) proposed a three-dimensional intervention model which is particularly appropriate to academic advising. The target of intervention, in this case, is the advisee, and the method of intervention is the academic

advising relationship. According to the model, the purpose of the intervention may be remedial, preventive, or developmental.

Academic advising may be remedial, for example, when a student comes to an advisor for help after he/she has been placed on academic suspension. Academic advising may be preventive when an advisor helps the student learn time-management skills, or refers the student for help when academic deficiencies are noted in areas such as study skills. Hurst and Pratt stated that "ideally, advisors would not have to struggle to repair damage to advisees, but instead could assist students in developing potentials" (p. 185).

Academic advising is not supplementary to the educational process. Rather, it is a part of the educational process and, when developmental in nature, it not only contributes to the advisees' satisfaction with academic advising, but leads to positive outcomes which may contribute to students' decisions to remain students (Ender et al., 1984).

The Problem

In times when college campuses were small and more personalized, academic advising by a faculty member selected much as Rutherford B. Hayes selected his mentor was appropriate. Today's campuses, however, are likely to be large, impersonal places populated by an increasingly diverse student body. One student depicted his university in a painting he titled "Megalopoversity"--a name in which one hears both adversity and poverty (Mayhew, 1970).

As the size and complexity of the campus environment have increased, so has the plethora of options facing students. Mayhew (1970) cited two immediate problems faced by the student:

First, he must adjust to impersonal regulations and process . . . and second, he must master a new idiom, learning the substance of the complex rules that will govern his life. (p. 3)

In this setting, academic advising which consists only of information giving, or advising given hurriedly by a less than enthusiastic faculty member, serves to foster the situation referred to by Keniston (1971) as "the college's inability to respond to the student's developmental needs" (p. 190), a situation linked, in Keniston's findings, to dropping out.

In 1979, The American College Testing Program (ACT) surveyed 820 institutions and concluded that "those responsible for the delivery of academic advising services see it as an event addressing the informational needs of students, rather than an integral part of the students' total development, interacting with career and life planning" (Carstensen & Silberhorn, 1979, p. 13).

Developmental academic advising, which offers one systematic way of enhancing total student development, has found marginal institutional support. The institutional response to efforts to improve academic advising has usually been either to push for more full-time advisors or to put additional pressure on faculty advisors (Winston, Miller, Ender, & Grites, 1984, p.x)

Moreover, a review of the literature in relation to academic advising reveals that its form varies greatly from institution to

institution, and that there appears to be no consensus with regard to a philosophy of advising, nor an agreed-upon model of academic advising. This is no less true of the institutions in the State University System (SUS) of Florida.

Within the SUS, there have been recurring complaints regarding academic advising. When Dubey Ausley assumed chairmanship of the Board of Regents of the SUS in 1981, he included the quality of academic advising among his areas of concern. Ausley asked the SUS presidents to put academic advising on their campus agendas for review (State of Florida Task Force on Advicement, 1982, p. 3).

Subsequent to Ausley's request, SUS Chancellor Barbara Newell took office in March 1981. After consultation with the current and past student members of the Board of Regents, the Chancellor appointed a Task Force on Advisement, comprised of two student affairs vice presidents, two academic vice presidents, and two student members.

The Task Force spent several months in study and deliberation and issued a report in June 1982 which pointed out that "academic advising is . . . more than completing a schedule, and to do an adequate job, advisors should come to know the student well. . . . The advisement system can be improved considerably, according to the consumers--the students" (State of Florida Task Force on Advicement, 1982, p. 2).

If academic advising in the SUS is to be improved, the priorities of advisors and the relationship of those priorities to advisee satisfaction must be understood.

Need for the Study

The Task Force on Advisement made a number of statements regarding a philosophy of academic advising. Inherent in those statements was the concept of developmental academic advising:

A faculty member assigned to academic advisement must be sensitive to the whole range of problems that students can bring with them to the advising process. Advisors ought to be able to identify students who are troubled; they must understand something about career counseling; and they must know when and how to refer students to other specialists on campus. (State of Florida Task Force on Advicement, 1982, p. 15)

The 1982 report of the Task Force on Advisement was followed by a 1984 Progress Report (Bedell, 1984) which itemized corrective actions made by the SUS institutions--some completed, and others under way. Since this progress report was issued, however, there has been no follow-up research designed to investigate whether advisees in the SUS are satisfied with the academic advising they receive, and whether advisors are, in fact, "coming to know the student well."

What remains to be addressed is whether developmental academic advising as endorsed by the Task Force on Advisement is a part of the undergraduate advising systems in use at the SUS institutions. Holmes (1979) believed that concepts of advising are influenced by deep-set attitudes and that changes in these attitudes must be promoted over time. The impetus for change cannot be mandated from above, according to Holmes, but must come from the grass roots choice of individual faculty.

This research study investigated the priorities of faculty regarding academic advising, as well as student advisees'

perceptions of how well their advising needs were being met. Kramer and Gardner (1978) believed that appraisal of advising refers to "a process where advisors may enhance or review their awareness of their performance as advisors" (p. 68). They pointed out that change and improvement in advising are unlikely to occur as a result of legislative or administrative directive. Rather, change will more likely occur as a result of the advisors' awareness and acceptance of their roles in facilitating the integration of students' academic goals and personal and career goals.

Before this change can take place, however, the advisor must see that some change is necessary or desirable. Research by Centra (1973) found that when teachers realized that their self-ratings were higher than ratings by their students, they made adjustments in their teaching within as little as half a semester after receiving the ratings. Similarly, if it can be demonstrated that advisors rated effective by their advisees incorporate in their advising practices a willingness to engage in developmental academic advising, then other advisors may be open to changing some of their advising practices. Further, if research indicates a lack of awareness of student developmental needs and the role that advising can play in relation to these needs, then there will be implications for current practices in the student services fields and for training needed for those who will be advising undergraduate students.

Purpose of the Study

The purpose of this study was to investigate the effectiveness of academic advising at three institutions in the State University System of Florida through an examination of relationships among selected advisee/advisor variables. The study identified advisees' perceptions of what takes place in advising conferences (i.e., advisor behaviors), their ratings of the advisors' helpfulness, their perceptions of the outcomes of advising (e.g., advisee is more confident in pursuing academic program), and how advisees rate their advisors in terms of overall satisfaction. Other quantifiable and demographic variables thought to be related to the effectiveness of academic advising (i.e., number of advising appointments, advisors' experience, advisor-to-advisee ratio, and advisees' classification and age) were also investigated.

This study addressed the following research questions:

1. What are the relative advising priorities of academic advisors?
2. What is the relationship between advisees' descriptions of advisor behaviors and advisees' ratings of overall satisfaction with their advisors?
3. What is the relationship between advisees' ratings of advisors' helpfulness and advisees' ratings of overall satisfaction with their advisors?
4. What is the relationship between advisees' ratings of the outcomes of advising (results) and advisees' ratings of overall satisfaction with their advisors?

5. What is the relationship between advisees' perceptions of advisors' helpfulness and advisors' priorities for advising behaviors?

6. What are the relationships among the advisee variables of number of advising appointments, age, classification, and advisees' ratings of overall satisfaction with their advisors?

7. What are the relationships among the advisor variables of advisors' priorities for advising behaviors, length of advising experience, advisor-to-advisee ratio, and advisees' ratings of overall satisfaction with their advisors?

Rationale for the Approach

Before those responsible for the planning and delivery of academic advising services can respond to the Task Force on Advisement's challenge to provide developmental academic advising, they must know to what extent current advising practices are congruent with the Task Force's recommendations, and they must have accurate and factual information regarding the perceptions of advisors and advisees with regard to current practices, as well as how other variables interact with these practices.

Gibson (1973) observed that academic advising is a multidimensional activity, and one deserving of research. He pointed to a gap between theory (of advising) and actual advising and the resultant deficiency in basing advising programs on sound research.

This survey study helped alleviate this gap because it assessed the level of priority advisors in the SUS assign to advising behaviors which address advisees' developmental needs. Further, it assessed the advisees' perceptions of how helpful their advisors have been, to what extent their advisors' behaviors address their developmental needs, and what the outcomes of advising are, as perceived by the advisee. A summary question on the survey instrument also was used to permit analysis of which advising behaviors are related to advisees' overall satisfaction with advising.

The study also collected information regarding variables which may relate to advisors' and advisees' perceptions of advising, for example, age, number of advising appointments, experience of advisors, and ratio of advisor to advisee.

Survey studies are a type of descriptive research in which survey data are obtained from respondents to test hypotheses, to examine the interrelationships among a number of variables, and to make comparisons and evaluations (Isaac & Michael, 1971, p. 18; Sax, 1979, p.80). Van Dalen (1979) noted that "status surveys contribute to the advancement of knowledge in many ways" (p. 345). In referring to survey research, Kerlinger (1973) said that the "distinctive educational usefulness, moreover, seems not to have been realized" (p. 421). Weirisma (1985) noted that "survey research can . . . deal with the incidence and interrelations of sociological and psychological variables . . . as they occur in some educational context when applied in educational research" (p. 139).

Existing research tends to be limited to surveys of faculty only, with no corresponding surveys of students (e.g., Biggs, Brodie, & Barnhart, 1975; Borgard, Hornbuckle, & Mahoney, 1977; Raskin & Looney, 1982); to surveys of students with no corresponding survey of advisors (e.g., Barger & Barger, 1981; Bostaph, 1976; McGirt, 1969/1970; Trombley, 1984; Winston & Sandor, 1984) or to surveys which limit the inquiry to one college or type of student (e.g., Banks, 1978; Dautch, 1972; Grites, 1981). This research study differed from the preceding studies in that it examined and compared both advisee and advisor perceptions of academic advising at varying-sized institutions in the SUS.

Delineation of the Problem

This study investigated student advisees' levels of overall satisfaction with their advisors as well as provided advisees with the opportunity to describe advisors' behaviors and the outcomes of those behaviors in areas ranging from course scheduling and registration to encouraging personal and intellectual growth (independent of course and career selection). The study also examined the advisors' priorities in order to determine whether they placed a high priority on developmental advising concepts and whether their priorities were related to advisee satisfaction and advising outcomes.

For purposes of this study, the advisor/advisee process was studied at three SUS universities. In order to enhance the generalizability of the findings of the study, the institutions

chosen for the sample were representative of large, mid-size, and small institutions within the SUS of Florida. The variables of advisee age, classification, number of advising appointments, advisors' advising experience, and ratio of advisees to advisor were also examined. From the conclusions of this research study, initial answers are provided to the questions of how advisors at three SUS institutions rank the importance of addressing advisees' developmental needs, and how advisees rate their overall satisfaction with their advisors.

Definition of Terms

For purposes of this study, the following definitions are used.

Developmental needs: Those needs or tasks arising from the student's progressing through a series of developmental stages. For the young adult, developmental needs are often those associated with formulating an adult identity (Erikson, 1960). For the older student, developmental needs are often those associated with the transition into middle age or late adulthood (Chickering & Havighurst, 1984).

Developmental academic advising: A systematic process based on a close student/advisor relationship intended to facilitate students' integration and achievement of their educational, career, and personal goals. Developmental academic advising is concerned with students' intellectual and personal growth (Ender, Winston, & Miller, 1984, p. 19; Grites, 1983; Potter & Shane, 1978).

Advising as information giving: Advising which emphasizes giving the student advice (prescriptive) or information he or she "needs" in the opinion of the advisor. Little knowledge about student is known or considered necessary (Crockett & Levitz, 1983, p. 9).

Academic advisors: Those persons within the SUS who have been charged with the responsibility of providing academic advising to undergraduate students. They may be faculty or professional advisors or may carry both designations.

Advisees: Undergraduate students at three SUS institutions.

Overall satisfaction: An advisee's agreement with the statement (from the survey instrument used) that "Overall, I consider my advisor to be a good advisor" (Kramer & Gardner, 1978).

Advising behaviors: Those advisor behaviors which take place in the context of the advising conference which fall into three broad categories: (a) inquiry/discussion, involvement; (b) information giving behaviors, primarily information on career choice or graduate school; (c) limiting behaviors, e.g., seeming in a hurry, unwilling to discuss advisees' personal concerns (Cashin, 1979).

Advising outcomes: The results of advising which refer to advisees' perceptions of having greater confidence or ability in the areas of course selection, career choice, and personal problem solving.

Overview of the Remainder of the Study

This research study is reported in the chapters that follow: in Chapter II, the literature pertinent to the research problem is reviewed and evaluated; in Chapter III, the design and methodology used in conducting this study are explained; in Chapter IV, the data gathered in the research are presented, analyzed, and evaluated; in Chapter V, conclusions and recommendations based on the results obtained from this research are presented and summarized.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

One of the recurring themes in much of the current literature regarding higher education today is the diversity of the student body. Older students and students from all socio-economic backgrounds are attending colleges and universities in increasing numbers (Cross, 1983).

According to Miller and Prince (1977), "Students arrive on campus with many developmental needs which must be met in a variety of ways, both formal and informal. . . . No two students have the same requirements" (p. 4). Yet, colleges and universities often presuppose the attainment of a certain level of psychological development on the part of its students--a level which students may or may not have achieved. Just as the individuals are constantly changing and dynamic in nature, the colleges and universities, for their part, are no less dynamic and complex, no less changing than individuals (Keniston, 1971, p. 208).

As awareness of the complexity of this dynamic relationship between student and institution has increased, so has awareness of the necessity for reconciling the needs of the institutions with those of students (Feldman & Newcomb, 1976). Academic advising has emerged as one potentially powerful means for facilitating this reconciliation.

This review of the related literature provides an historical perspective for academic advising, followed by assumptions which are prevalent in many perceptions of academic advising, and those assumptions held basic to this study. Because part of the difficulty in assessing and improving academic advising is due to the lack of an agreed-upon philosophy of advising, the current status with regard to definitions of advising is presented, followed by current perceptions of academic advising held by students, faculty, and other special populations. Studies addressing the need for improvement in academic advising are also presented, followed by the theoretical basis for developmental academic advising. Finally, the relationship of developmental academic advising to student development and retention is presented, followed by the summary.

Historical Background

One of the earliest known references to any form of academic advisement was made by Rutherford B. Hayes who, in a letter to his mother dated June 1841, commented on a "new rule" which required that each student at Kenyon College (Ohio) choose from among the faculty someone to be his "adviser and friend in all matters in which assistance is desired" (Williams, 1971, p. 54). Hayes further noted that this person would be the medium of communication between student and faculty.

Colleges and universities were initially small, intimate places where an informal network operating between faculty and

students was an adequate means of communication. Course offerings were limited and programs rigid (Grites, 1979, p. 5). But as the institutions and their curricula grew in size and complexity, this informal system of academic advising became increasingly inadequate.

Rudolph (1968) stated that the creation of a system of faculty advisors at Johns Hopkins in 1877 and at Harvard in 1899 constituted the first formal recognition of a need for "some closer attention to undergraduate guidance than was possible with an increasingly professionally oriented faculty" (p. 460). By the 1920s, most colleges and universities had in place some form of formal academic advising procedures.

In these early days of American higher education, professors considered academic advising to be an implicit part of their responsibilities. According to Raskin and Looney (1982), faculty "acted in loco parentis [in] establishing and enforcing social, emotional, and educational norms" (p. 4). This role of faculty began to change, however, with the advent of the "GI Bill" following World War II, the concomitant growth in enrollment, and an increase in average age of the students as veterans returned in large numbers. These older students did not want the social and emotional constraints of an institution acting in the role of parents, but they did need increased support services with regard to financial aid, housing, and career planning. As a result, an era of specialization began. Financial aid and housing responsibilities were distributed to specific personnel, but Raskin and

Looney stated that "academic advising became everyone's responsibility and no one's responsibility" (p. 4).

The 1960s and early 1970s heralded rebellion against requirements, and colleges and universities responded by providing less structured academic requirements and expecting less faculty/student interaction (Raskin & Looney, 1982).

The 1980s heralded a change in student attitudes. According to Raskin and Looney, students once again are asking for advice. Yet, with the advent of the technological age, the relationship of advisor/faculty member to student has changed. No longer is the faculty member as "mentor" idealized as a younger, more vigorous Mr. Chips who "delights in books, long walks, quiet conversations, flowers, birds and students" (Mayhew, 1970, p. 8). According to Mayhew, the technological age has touched the educator and fractioned the campus.

Today, the criteria for promotion and tenure for faculty as found in the academic hierarchy tend to focus on research and service to the institution, with little recognition afforded for interactions with students (Hardee, 1970; Raskin & Looney, 1982; Teague & Grites, 1980). Moreover, Bess (1973) raised the issue of conflicting faculty and student life cycles in terms of a probable disparity in their respective needs. At a time in their lives when students desire free and open interaction, older faculty in particular may be experiencing a developmental need which may dispose them to retreat from student contact.

Brown (1972) conducted a comprehensive review of the goals of higher education beginning with the first days of the

University of Paris and the Sorbonne. He commented that "throughout history, almost without exception, the expressed or clearly implicit goals of colleges and universities have been to have an impact on students in ways more extensive than passing on facts, specific skills, or intellectual capacities" (p. 28). Academic advising has always offered one means of achieving that impact.

Nevertheless, developments within higher education over the past few decades have done little to enhance the potential of academic advising to exercise that impact. The increasing diversity of the student body, changing priorities of faculty in response to institutional reward systems, lack of consensus with regard to the definition and significance of academic advising, and no agreed upon "best" model for delivery of academic advising have worked in concert to bring about the present amorphous state.

Fortunately, it appears that the pendulum with regard to academic advising is beginning its swing in the opposing direction. Habley (1981) cited an increase in theory development and research on all aspects of academic advising. Ender, Winston, and Miller (1984) spoke of an "advising movement" in the United States for the past several years which has culminated in the incorporation of the National Academic Advising Association in 1979. Membership in this national organization approaches 800, with steady annual increases (Ender et al.) An outgrowth of the national organization has been many regional conferences on academic advising and the publication of a monthly journal titled

NACADA Journal. Moreover, Ender et al. noted that "an important aspect of the interest in advising has been the extensive participation of academic vice presidents and college presidents on the national level" (p. 12).

Common Assumptions

While the value of academic advising is increasingly being recognized by institutions of higher education, there is little agreement on the form it should take or on the method of delivery (Cook, 1980; Polson & Cashin, 1981). Further clouding these issues are a number of widely held assumptions which appear to be counterproductive to developmental academic advising.

Some of these assumptions regarding the nature and delivery of academic advising are

1. Academic advising is an event addressing the informational needs of students rather than an integral part of the students' total development (Carstensen & Silberhorn, 1979).

2. A "successful" advising program consists of an advisor telling a student that he/she must take specific courses in a particular sequence in order to fulfill graduation requirements (Mash, 1978).

3. Having reached college age, students should be able to self-advise with the college catalogue and need no academic advising service or, at most, they may be advised by a clerk (Mahoney, Borgard, & Hornbuckle, 1978; Schubert, Uhlenberg, & Munski, 1985).

4. Adult students have completed their development and, unlike the traditional age student (usually thought of as the 18-22 year old), are not in need of developmental academic advising (Shane, 1981).

5. If students develop intellectually, they will "automatically grow in other ways" (Miller & Prince, 1977, p. 18).

6. All faculty are capable of the interpersonal skills necessary for effective advising (Kramer & Gardner, 1978).

7. Effective teachers will also be effective advisors (Grites, 1981).

8. Even though advising responsibilities are important, teaching, service, and research are more important (Raskin & Looney, 1982).

Assumptions of This Study

The four basic assumptions of this research study are founded on research that challenges the foregoing assumptions. The first is that a primary goal of colleges and universities is to educate the whole person (Brown, 1972), or, in Miller and Prince's (1977) words, "the development of the whole college-going human being" (p. 3). The concept of the college or university as a "developmental community" is a viable approach for directing the educational programs of colleges and universities (Widick, Knepfelkamp, & Parker, 1975).

Wise, McLaughlin, and Gilmartin (1977) conducted a follow-up study of college graduates and found that they were least

satisfied with their ability to "develop a mature personal understanding of life" (p. 19). Development of such an understanding is encompassed in the goals of developmental academic advising.

This leads to the second basic assumption, which is that academic advising is more than a support service; it is an integral part of the educational process which has the potential to enhance the total college experience for the student (Winston, Miller, Ender, & Grites, 1984). Moreover, if academic advising is to achieve the goal of enhancing the total college experience, it must be developmental in nature.

Quality academic advising, according to Habley (1981), is "a student-centered, developmental process rather than a prescriptive activity" (p. 46). Its goal is to facilitate students' synthesis of their life/career goals with their educational plans.

The third basic assumption is that incidental to the delivery of academic advising is an effect on retention. Academic advising which enables students to relate their educational, career, and personal goals to academic offerings on campus is a "critical link" to retention (Habley, 1981).

The fourth assumption basic to this research study is that when faculty advisors become aware of the role they play in relation to student development, they will willingly work to improve their performance as advisors. According to Kramer and Gardner (1979), "if one can demonstrate that effective advisors engage in behaviors that are very different from advisors judged

ineffective . . . then the advisors may be encouraged to confront the issue of what change is needed or desired" (p. 72).

Status of Academic Advising

Even though academic advising's history can be traced to the mid 19th century, and even though the past decade has witnessed increasing interest in academic advising, a review of the literature reveals that there is little agreement regarding the definition of advising (Biggs, Brodie, & Barnhart, 1975; Raskin & Looney, 1982). Hardee (1970) defined advising as an activity dispatched by teaching faculty and directed toward assisting students with their educational, vocational, and personal concerns. Compare this with the United States Office of Education definition (cited in Biggs, Brodie, & Barnhart, 1975) of academic advisors as those members of the college staff who assist students with planning their academic programs. Crookston (1972) described advising as "concerned not only with specific personal or vocational decisions but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills" (p. 12).

Shane (1981) stated that little agreement exists about the definition of academic advising or who should do it. Within the professional literature, the boundaries between advising, counseling, and psychotherapy are "fuzzy." To clarify the role of academic advising, Potter and Shane (1978) developed a model which differentiates among the diverse types of advising content.

This model defines four basic types of advising, and provides characteristics of each type. The types are (a) informational, (b) explanatory, (c) analytic, and (d) therapeutic. They may be viewed as on a continuum moving from informational advising (the least personal and least complex type) to psychotherapy, a service which "attempts to ameliorate mental illness or improve mental health" (p. 14). An underlying assumption, according to Shane, is that students control the level of activity along the continuum by the behavior cues they provide.

According to the Potter-Shane model, the least complex information giving may be termed as clerical academic advisement. This type consists only of providing information (e.g., course schedules, dates) and would typically be a session from 2 to 10 minutes in length. Next is explanatory advising which not only provides information, but also discussion of policies and procedures and may last from 5 to 30 minutes. Analytic advising is next on the continuum, and it is here that developmental academic advising falls. Analytic advising provides for discussion of options, goals, analysis of the student's alternatives, and strives to develop insights. It is conducted in a private setting and may last from 20 to 60 minutes. Finally, therapeutic advising addresses issues such as values, awareness, self-acceptance; it is introspective in nature, and is conducted in private for multiple sessions. Faculty advising differs from therapeutic advising, which is an activity carried out by specifically trained persons who are experienced in the areas of

education, psychological, or clinical counseling procedures (Mayhew, 1970).

Crookston (1972) stated that there are two contrasting behavioral styles of relating to the student in the advising relationship. According to Crookston, the traditional advising relationship is prescriptive in nature and is based on authority. The student comes in with an "ailment," and the advisor makes a diagnosis, prescribes, or gives advice. The assumption is that if the student follows this advice, the problem will be solved.

Crookston pointed out that in contrast to the prescriptive relationship is the developmental relationship. In the developmental relationship, the student and advisor engage in a series of developmental tasks,

The successful completion of which results in varying degrees of learning by both parties. These developmental tasks include reaching an agreement on who takes the initiative, who takes responsibility, and who supplies knowledge and skill and how they are obtained and applied. (p.13)

Student Perceptions

Clark Kerr, past chairman of the Carnegie Commission on Higher Education, noted that an increasing expectation of students of the future is that colleges pay "a lot more attention to the emotional--not just the intellectual growth of students" (Kerr, 1972, p. 48). Kerr cited a major study conducted by the Carnegie Commission of 100,000 college students, in which 80% responded that they have this expectation. In spite of the

relinquishing of the in loco parentis concept by most institutions, it appears that students still hope for something in addition to intellectual growth from the college experience.

Katz (1975) observed that since the 1960s, many students have come to hold the view that their colleges no longer serve as aids for their own development, but rather as part of a system designed to further its own interest.

Bostaph and Moore (1980) pointed out that the more sophisticated student of the 1980s, "confronted with a buyer's market and aware of his or her power as a consumer, demands a more than casual, much less inept, advising" (p.45). Trombley (1984) stated that "today's students expect advisors to assist them in integrating academic opportunities with personal interests, capabilities, and goals" (p. 234). Stickle (1982) noted that "with retrenchment of faculty and retention of students as central issues of the 1980s, emphasis must be placed on the effectiveness of faculty-advising programs" (p. 262).

A negative image of academic advisement seems to be supported by a number of studies of student perceptions of their advising experiences. Bostaph (1976) surveyed student attitudes toward three different academic advising systems used in three different undergraduate schools at the University of Pittsburgh. Results supported that the majority of students in each advising system held negative attitudes toward their advising experience.

Barger and Barger (1981) surveyed 122 students who were about equally divided between private and public colleges and universities. They found that only 45% of the public students

rated their advisement as excellent to good, compared to 59% of the private school students.

McGirt (1969) surveyed graduate and undergraduate students at Florida State University. He found that for 69% of lower division students the topic on which their advisor spent the most time was course selection. For upper division students 59% stated that the topic of course selection constituted the greatest portion of time spent with an advisor.

In contrast, the topics of long-range planning and career planning--topics which would be addressed in developmental advising--were listed as most time consuming by only 10% (long-range planning) and 5% (career planning) of the lower division students. For the upper division students, 20% listed long-range planning as most time consuming, and 5% listed career planning as most time consuming. These data indicate that the major portion of the advising experience focused on course selection. Thus, advising in this situation would be more clerical or information giving in nature than developmental.

Winston and Sandor (1984) conducted a survey of 306 students in various undergraduate disciplines. They administered the Academic Advising Inventory (researcher developed and validated). This instrument provides a description of the student/advisor relationship in terms of two contrasting behavioral styles: prescriptive and developmental. They concluded from their results that students clearly prefer developmental advising (in contrast to prescriptive or authoritarian advising). They pointed to a need for further research which would evaluate academic advising

practices to determine which practices support developmental academic advising and which do not. In addition, they believed more research is also needed to define better the concepts of developmental advising and to investigate the essential characteristics or qualities of the advisor/student relationship.

Faculty Perceptions

Mahoney, Borgard, and Hornbuckle (1978) surveyed 124 arts and sciences faculty members at a large urban state university, using a questionnaire designed to measure faculty attitudes toward advising in relation to their experience and advisee load. The results led the researchers to three major conclusions.

First, the survey confirmed the general complexity of the faculty advising issue in that some faculty question the need of college students for any advising service at all, while others feel that advisors should be provided, with varying opinions as to the scope of advising.

Second, individual differences among faculty in interest, competencies, and personality play a major role in the advising process.

The third conclusion reached by Mahoney et al. was that if teaching, research, and service are the benchmarks of faculty's professional and personal advancement at an institution, the relative merit of advising within this structure must be defined. Faculty need to understand to what degree performance in advising is related to professional review for salary, tenure, and promotion.

With regard to advisee load, Mahoney et al. found that the number of advisees was significant only in relation to whether advising was viewed as conducive to professional development. Faculty with no advising duties considered advising as contributing to professional development; however, those with small (4-14) advisee loads saw advising as detrimental. Faculty with larger loads did not see it as having any impact. Mahoney et al. concluded that, in general, as the faculty advisor gains more experience, he/she becomes more effective and efficient with advising responsibilities so that requirements of the task do not interfere with total performance. Manageable workloads and advisor training are important if positive faculty perceptions of advising are to be obtained, stated Mahoney et al. Moreover, because the level of competency of an individual's advising skills is also a matter for concern, Mahoney et al. suggested additional research exploring the criteria for competency in academic advising.

Raskin and Looney (1982) surveyed 18 new faculty members, 25 department chairs, and 8 administrators at a large public institution. Although the majority of those surveyed viewed advising as important, seven of the eight administrators ranked publications, research, and teaching as more important. Three administrators ranked university service and grants as more important than advising.

Fifteen of the 18 faculty members surveyed stated that their aptitude or interest in advising had not been discussed with them at the time of their hiring, and 12 stated that they had received

no formal training for their new advising responsibilities. Interestingly, even though only 3 faculty said that their aptitude for advising had been discussed, 10 chairs stated that they had made this assessment.

Raskin and Looney noted that there were no common definitions of advising among those surveyed, and that it was defined in many ways. They concluded that "philosophically, advising is given high priority, but when balanced against teaching, research, and community service, advising is given minimum recognition and rewards" (p. 13). They stated that those who are interested in improving advising must begin by assessing the conditions which exist at their respective campuses and conclude, "Until advising can be . . . evaluated and rewarded, it will remain a low priority for faculty and a marginal experience for students" (p. 14).

Biggs, Brodie, and Barnhart (1975) surveyed 324 faculty advisors from the College of Agriculture, College of Home Economics, General College, College of Liberal Arts, and the Institute of Technology at the University of Minnesota. Their findings indicate that most of the advisors surveyed viewed themselves as appropriate sources of help in academic and vocational guidance areas, but not in social or personal areas. Those with advanced degrees and with larger advisee loads tended to be more dissatisfied with their roles as advisors. Biggs et al. concluded that more information is needed about some of the characteristics of advising and the work situations related to satisfaction with advising.

Simmons (1981) surveyed 225 randomly selected faculty advisors within 11 colleges at Florida State University and received 182 usable responses. While the focus of this study was the relationship of advising to faculty's need satisfaction, of interest here is the finding that only 10% of the advisors cited satisfaction derived from exploring career goals with students. Subjects indicated that overall, they received a low degree of need fulfillment and satisfaction from their roles in advisement programs.

Among her recommendations, Simmons suggested additional research in the area of student expectations of advising.

Perceptions of Special Populations

Banks (1978) conducted an assessment of the athletic advisement programs at major colleges and universities throughout the United States. Perceptions of students and advisors were compared on 27 service areas, or dimensions of advising. Their respective perceptions were in agreement on 19 of the areas; however, of interest here is the finding that advisee/advisor perceptions of the provision of counseling for vocational and career development differed significantly. Only 35% of the students agreed that they have received this service, while the advisors believed that they had provided this service to 85% of their advisees.

Dautch (1972) surveyed 364 education majors at Florida State University to examine the relationship between advisees' satisfaction and their perceptions of the effectiveness of

academic advising. Dautch found that satisfaction with advisement (which referred to the perceived interpersonal relationship between advisor/advisee) was perceived significantly different from effectiveness of the advisors (which referred to the ability of the advisor to competently disseminate information). These data seem to suggest that the quality of the advisor/advisee relationship was of greater importance to the students than the content of the advising session--a finding supported by the research of others (Grites, 1981; Raskin & Looney, 1982).

Grites (1981) surveyed 35 college of education faculty members and 729 students (education majors) to determine how faculty rated themselves on teaching and advising, and further, how students rated the faculty as advisors and teachers. He found that while the faculty members rated themselves similarly on advising and teaching, the students did not. Grites believed that a halo effect may result in faculty's self perception that their advising and teaching are equally good. Grites concluded that "students desire a warm, friendly, personal relationship with faculty, especially through advising, where contact focuses more individually" (p. 33). Grites recommended further research on student and self-ratings of faculty in their roles as teacher and advisors, stating, "If these two types of ratings became more congruent in their results, then certainly a more compatible, rewarding, constructive, and productive learning environment should exist among students and faculty" (p. 33). Future studies, said Grites, should attempt to clarify the relationship between faculty advisors and students.

McKinney and Hartwig (1981) designed a study which permitted a comparison of departmental views regarding academic advising and student views. Their research, conducted at the University of California at Santa Barbara, surveyed 80 different undergraduate programs and departments. Eighty percent of the respondents felt that advising was adequate if students utilized what is offered. With regard to a departmental breakdown, respondents from humanities tended to agree that the faculty was sufficiently involved. The representatives of the social sciences were polarized on this issue, however, with responses clustered around agree and disagree. The sciences centered their responses around agree and uncertain. The authors concluded that there are differences in the extent to which the different types of departments see themselves as being involved in academic advising. Forty percent of respondents either agreed or were uncertain that faculty viewed academic advising as a burden.

On the question of whether departments should be more concerned about academic advising, McKinney and Hartwig obtained mixed results. Sixty percent disagreed, but 25% were uncertain.

With regard to the student survey results, McKinney and Hartwig found a sizeable degree of uncertainty regarding whether students are generally adequately advised about academic matters. Thirty percent were uncertain, and the remainder were evenly divided between agree and disagree. When students were asked to rank what sources of information they found most helpful in choosing courses, academic advisors were selected as most helpful by only 6% of the respondents. McKinney and Hartwig concluded

that, apparently, the students were using the catalog, class schedules, and friends as alternatives to academic advisement.

Polson and Cashin (1981) surveyed 425 members of the National Academic Advising Association (NACADA) composed of faculty, administrators, counselors, and others in academic and student affairs concerned with the intellectual, personal, and vocational needs of students. Based on 350 responses, Polson and Cashin learned that this group's priorities included contact with the advisee, dealing with students as whole persons, being readily available to students, and providing accurate information and help with career selection.

The authors noted also that of the respondents, half had 75 or more advisees, and 84 advised 300 or more. Polson and Cashin pointed out that even offering accurate information to this many advisees is a challenge, and any developmental kind of advising must be seriously limited due to this ratio.

Need for Improvement

The literature of the past decades increasingly supports the necessity for research addressing the process and outcomes of academic advisement. Gibson (1973) noted:

Academic advising within institutions of higher education has been the target of criticism from faculty as well as students with charges of inadequacy, dehumanization, routinization, and extension of in loco parentis. Typically, faculty understand their roles as advisors to be extra-curricular rather than a function integral [emphasis added] to education. (p. 1)

Shipton and Steltenphol (1981) stated that most colleges and universities register large numbers of students in short periods of time, and thus advising is likely to consist of information about programs, majors, prerequisites, course sequence, course content, and course availability (or in the Potter-Shane model, clerical advising). If questions about goals should arise, the student may be referred, but in the main, Shipton and Steltenphol believed the system "does not address any of the developmental needs of college students" (p. 690).

Mash (1978) said that too often

a "successful" advising system consists of an adviser telling a student he must take specific courses in a particular sequence in order to fulfill requirements and graduate on time. . . . A developmental approach to academic advising should go well beyond the interpretation of degree requirements and course registration. (p. 34)

According to Shipton and Steltenphol (1981), the characteristics of modern society such as mobility, frequent changes in employment, and the instability of marital relationships intensify students' need for greater educational direction than can be provided by clerical advising. They stated:

For some students, ambivalence about goals and purposes is anxiety-producing. It is all too tempting for them to select a course of study as quickly as possible simply to eliminate the stress of uncertainty. This premature closure cuts short the exploration of alternatives. . . . If colleges are to truly enhance individual development and prepare students to cope with succeeding stages of development, faculty and staff advisors and counselors need to be prepared to assist students of all ages in clarifying their life, career, and academic purposes. (p. 691)

Assisting students of all ages in clarifying their life, career, and academic purposes is the essence of developmental academic advising (Mash, 1978).

Under the auspices of the American College Testing Program, Carstensen and Silberhorn (1979) conducted a massive study in which they surveyed 820 2-year, 4-year public, and 4-year private colleges and universities. They noted a number of conclusions which give concern, among them that in general, academic advising has been and still is perceived by administrators as a low-status function. Moreover, they concluded that those responsible for the delivery of academic advising services see it as an information-giving activity rather than as a service integral to the students' total development.

In 1983, Crockett and Levitz conducted a follow-up study of Carstensen and Silberhorn's research. In this second national study, the researchers found some improvement in the status of academic advising; for example, 63% of the institutions had some written statement of the purposes and procedures of their advising programs compared to only 26% in the 1979 survey. However, the researchers found that many of these statements still lacked critical elements such as procedures for the selection, training, evaluation, and reward of advisors. The vast majority had not yet implemented a systematic and periodic appraisal of either their advising programs or individual advisor performance. Crockett and Levitz concluded with a statement regarding the importance of evaluation of advising saying, "It is hoped that results from the second National Survey on Academic

Advising will prompt self-assessment and promote improvement and innovation" (p. 2).

A lack of consensus regarding the method of delivery of academic advising was found by Cook (1980). In her review of the literature, Cook found that the most prevalent form of advisement appears to be the utilization of faculty as primary advisors. She found no definitive data supporting one means of delivering advising over another.

Cook surveyed 344 institutions randomly selected from a list of 1,401 baccalaureate degree granting institutions (65% public; 35% private) and obtained 210 usable responses, with responses obtained distributed in approximately the same proportion between private and public institutions. Institutions ranged in size from under 1000 to about 20,000, with the greatest number (42%) having from 4000 to 10,000 students. Among this sample, the greatest number (48%) used faculty only as advisors, 1% used professional advisors, and the next greatest number (33%) used a mixture of faculty and professional advisors. "Other" accounted for another 9% of the responses.

Responsibility for advisement programs was assigned as follows: 46% were under the vice president for academic affairs; 8% were under the vice president for student affairs; 46% responded "other." This response referred to deans, associate deans, or assistant deans.

In response to the question whether the same advisement procedures were used in all units, 73% responded yes and 26% responded no. A further breakdown of these responses revealed

that the larger institutions were most likely to have differing advising procedures in different units. Only eight institutions above 10,000 utilized common advisement practices throughout the institution. The majority indicated that there was no coordination among units with regard to advising.

Since 88% of the institutions used either faculty only or faculty and professionals as advisors, the question of whether or not faculty received any training for their advising responsibilities is of importance. Forty-three percent of the responding institutions indicated that some training was available; however, some who answered "yes" also indicated that training was minimal. The majority of the institutions responding (55%) had no organized programs for preparing faculty for their function as advisors.

According to Cook's findings, only 10% of the institutions indicated that faculty received any special compensation for their advising responsibilities. Thus it appears that faculty are generally expected to advise students as a part of their regularly assigned responsibilities.

Nearly all institutions utilizing faculty as advisors did so without regard to rank (91% of those responding).

With regard to faculty's advisee loads, Cook found that 29% of responding institutions did not have that information readily available, which led her to conclude that careful data regarding this issue were not kept. Of the institutions providing data, 61% responded that advising loads ranged from 1-30, 7% estimated,

advising loads from 31-50, and 1% estimated advising loads at 51-75. Only .5% have advising loads of either 76-100 or above 100.

With regard to professional advisors, Cook found that 46% had advising loads of 1-50; 10% had advising loads of 52-100; 24% had advising loads of 101-500; 15% had advising loads of 501-1000; and 5% had advising loads of above 1000. Even though these professional advisors carried heavy advising loads, Cook pointed out that they often held other responsibilities as well.

Cook asked respondents to indicate whether or not they were planning changes in their advising format, and the majority were not. However, Cook noted that a strong minority, 29%, indicated that they were planning changes in their advising programs.

When asked to evaluate their programs as either outstanding, excellent, good, fair, or poor, 45% rated their programs as good, and 27% rated their advising programs as only fair. Three percent stated that their programs were poor, and 5% did not respond. If placed on a graph, Cook said that the responses "would look something like a bell shaped curve skewed to the right, or unsatisfactory, side" (p. 64). Of interest also is the finding that 20.5% never evaluated their advising programs formally, and 30.9% seldom evaluated them. Interestingly, those institutions who reported that they never evaluated their programs nevertheless perceived their success much as did all others; those who seldom evaluated their programs also perceived themselves similarly to those who do evaluate.

Cook's study is of relevance here because it points to the lack of uniformity in advising from institution to institution

and, further, to the lack of uniformity from program to program within institutions. Moreover, Cook's findings support that there is apparently no agreed upon "best model" for academic advising (Polson & Cashin, 1981). Cook concluded that with regard to academic advising, "organized anarchy dominates the higher education organizational setting" (p. 75).

Theoretical Basis for Developmental Advising

Educators have long acknowledged the complexity of the teaching/learning relationship. That individual learners are in varying stages of development is a given. Yet, both administrators and academic advisors have been slow to acknowledge that the advisor/advisee relationship, like the teaching/learning relationship, is one of some complexity, and that advisees, as students, are in varying stages of development.

Theories of development, according to Kohlberg (1975), assume that "humans move through a series of stages and developmental tasks or crises and that retardation or conflict at one stage colors task solutions at later stages" (p. 253). These theories are no less applicable to college and university students.

As recently as two decades ago, most discussions of student developmental needs would have addressed the "traditional student" (usually thought of as the 18-22 year old). Today, this concept of the student in terms of age is no longer appropriate.

Shane (1981) stated:

Unquestioningly, college students in the 1970s and 1980s come in all ages. The day when a college campus consisted of the enclave of eighteen to twenty-two year olds has passed. . . . The advisor in the collegiate setting must skillfully deal with individuals from eighteen through late adulthood . . . because people within this age span now attend college. (p. 16)

Shane's comments are supported by figures recently released by the United States Census Bureau which reveal that the percentage of college students ages 18 and 19 was down to 25.1% in 1981 from 31.6% in 1970. The 22 to 24 age category remained nearly the same. However, students ages 25 to 29 increased from 11.4% to 14.2%, and those ages 30 to 34 went from 5% in 1970 to 9.9% in 1981. College students ages 35 and over are estimated to have increased by 11.5% since 1970 ("Older students," 1985). Thus, any discussion of student developmental needs may no longer assume the traditional age student of prior decades.

Bockneck (1977) believed that certain principles underlie all developmental approaches, whether one is considering the traditional-age student or the older student. Among these is the principle that development represents a thrust for growth. Bocknek also proposed that developmental psychology is expanding in scope to cover the entire life span. According to Bocknek:

The discovery of growth characteristics throughout the adult years requires that counselors and allied professionals reexamine and redesign their theories and strategies of intervention. (p. 88)

This is no less true of academic advisors, who now must be prepared to acknowledge and encompass in their advising practices the developmental tasks not only of the "traditional student,"

but of the older student as well. Shane (1981) summarized this point of view as follows:

The diachotomy between advising "traditional age college students" and adults is artificial. . . . I believe we need a more holistic philosophy, i.e., that advising needs of a particular college student (of whatever age) is [sic] unique and rests upon the programmatic, developmental, and intrapersonal needs of that individual at that particular moment. (p. 16)

In terms of stage development theory, research increasingly supports that just as the traditional-age student may be characterized by certain developmental tasks, middle-aged adult students also struggle with developmental tasks. Chickering and Havighurst (1981) pointed out that, in the years since 1950, a great deal of research on adult roles, needs, and performance has "laid a base for the extension of education through the adult range of the life cycle, beyond the usual ages of attendance at college and university" (p. 18) with resulting implications for those concerned with the educational environment.

While the typical college-age student may continue to be the largest group served for the next decade or two, Chickering and Havighurst (1981) believed that new constituencies for higher education create exciting challenges and opportunities which may serve as catalysts for changes beneficial to all age groups. They state, "If we can create alternative responses to wider-ranging life cycle differences, we can at the same time improve the effectiveness of higher education for all" (p. 48). Academic advisement which acknowledges these developmental needs offers one means of creating the alternate responses which Chickering and Havighurst propose.

Developmental Tasks of Students

Developmental tasks are not solely physiologically driven, according to Chickering and Havighurst (1981), and thus they are not entirely age-related. Rather, developmental tasks arise not only in response to physical maturation or change, but also from social roles, pressures, or opportunities, or from aspirations and values of a constantly emerging personality. Developmental tasks may arise from combinations of these forces acting together.

Chickering and Havighurst (1981) identified six major dimensions of adult development, beginning with Late Adolescence and Youth and continuing through Late Adulthood. Each of the six dimensions has its own developmental tasks to be completed.

During Late Adolescence (16-23), the developmental tasks include achieving emotional independence, preparing for marriage and family life, choosing and preparing for a career, and developing an ethical system. In early Adulthood (23-35), one typically decides on a partner, starts a family, manages a home, starts an occupation, and begins assuming civic responsibilities. Midlife Transition (35-45) is marked by adapting to a changing time perspective, revising career plans, and redefining family relationships. The developmental tasks of Middle Adulthood (45-57) include maintaining a career or developing a new one, restabilizing family relationships, making civic contributions, and adjusting to biological changes. Late Adult Transition (57-65) developmental tasks include preparing for retirement, and Late Adulthood (65+) is marked by the necessity to establish

satisfactory living arrangements, becoming affiliated with late adult age groups, adjusting to the death of a spouse, and maintaining integrity--a period when questions about the larger meaning of things are raised (Chickering & Havighurst, 1981, pp. 34-48).

Drum (1980) identified seven areas of student development that occur over a period of time, marked by regressions, periods of stabilization, and periods during which great changes appear to take place. Hurst and Pratt (1984) believed Drum's model of student development to be particularly appropriate for developmental academic advisement and applied it as follows:

Cognitive structures: An academic advisor whose advising behaviors encompass more than mere information giving could be instrumental in helping a student exercise the thought processes which help him/her move from a simplistic point of view, through a relativistic point of view, to a reflective stance, wherein the student is capable of evaluating multiple perspectives and formulating conclusions.

Esthetic development: Academic advisors whose priorities include promoting students' personal growth may facilitate students' movement through the unexamined inheritances of family, to a broadened appreciation and enhanced sensitivity to images of beauty in art, drama, music, and architecture.

Identity formation: According to Drum (1980), students move away from an identity formation based on conformity, through a process of experimentation with various identity formations, to a final resolution wherein the student is able to discuss the

questions, "Who am I?" and "In What Direction am I presently moving?" The academic advisor who is willing, for example, to discuss issues of personal growth, explore areas of vocational interest, or discuss graduate study, plays a facilitative role in helping the student achieve identity formation.

Moral reasoning: Drum's (1980) standard for moral reasoning is that the student achieve an integrated locus of control which balances between external and internal contributions to reasoning. Hurst and Pratt (1984) proposed that here, too, academic advisors may help identify and explore internalized moral conclusions in order to help the student move toward an integrated set of moral standards which will serve as a guide for the student's thoughts and actions.

Physical self, social perspective, and interpersonal relatedness: Hurst and Pratt (1984) combined these areas, and concluded:

The advising of the dedicated advisor will finally assist the student to acquire the capacity to develop his or her physical self, a mature social perspective, and interpersonal relatedness that is satisfying in its reciprocity along the dimensions of commitment, autonomy, freedom, trust, openness, and self-awareness. (p. 179)

Weathersby (1981) believed that a student's stage of ego development provides the framework for experiencing education and "assigning it both value and meaning" (p. 74). She identifies seven ego development stages and their concomitant relationship to education. Using data obtained in a national survey, she found, as would be expected, differences in the developmental stages of the traditional-age student and the mature learner.

Weathersby believed that reasons for enrolling in educational programs and the outcomes of study depend not only on one's place in the life cycle, but also on one's stage of ego development. Most developmental theories would agree that the traditional age student is in a major life cycle transition, said Weathersby. But many adults also enroll in academic programs or other programs at transition points in their lives, or as a means of obtaining help in coping with new adaptive tasks.

Whatever the motivation for coming to the higher education setting, Weathersby believed that "educational institutions can be a support structure, encouraging ego development for individuals of all ages" (p. 74). She concluded that her findings have implications for admission and retention, and "for brokering services that will help students of all ages . . . succeed" (p. 59).

Academic Advising's Potential for Enhancing Student Development

Academic advisors are major "brokers of services." The literature relating students' developmental needs to academic advisement agrees that developmental academic advising, that is, academic advising which places a priority on facilitating the synthesis of students' personal, academic, and career goals, will produce positive outcomes with regard to student development.

Sanford (1969) stated:

The time has come for us to control our zeal for imparting knowledge and skills, and to concentrate our efforts on developing the individual

student. . . .By education for individual development, I mean a program consciously undertaken to promote an identity based on such qualities as flexibility, creativity, openness to experience, and responsibility. Although these qualities depend in part on early experiences, college can develop them further and in new ways. (p. 9)

Academic advising which is developmental in nature constitutes a program consciously undertaken to support and facilitate students' developmental growth, whatever their ages.

Miller and Prince (1977) stated that there is a tendency on the part of educators not to concern themselves with personal learning, assuming that if students develop intellectually, they will "automatically grow in other ways" (p. 18). Miller and Prince further spoke of a "developmental milieu." One of the conditions characteristic of a developmental milieu is having "opportunities to identify emerging developmental needs and have an equal voice in deciding what learning to pursue and how to proceed" (p. 17). Developmental academic advising can help provide this pre-condition. Expanding on the principles set forth by the American Council on Education (ACE), Miller and Prince stated that "development is enhanced when students, faculty members, and student affairs practitioners work collaboratively to promote the continuous development of all" (pp. 5-6). When viewed from this perspective, academic advising becomes more than a support service; it is an integral part of the educational process (Winston, Miller, Ender, Grites, & Associates, 1984).

Crockett (1983) stated:

Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals.

It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experience through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary. (cover page)

Recent literature is replete with similar views regarding the potential of academic advising for enhancing student development. Crookston (1972) referred to developmental advising as a relationship in which the advisor and student "differentially engage in a series of developmental tasks, the successful completion of which results in varying degrees of learning by both parties" (p. 13).

Hardee (1970) proposed:

The faculty adviser and the student analyze and judge educational and vocational goals and opportunities, learning skills, and teaching methods, curricular choice, and limitations, and student and teacher performance. This authentic partnership can produce the renewal of the educational process and a merited restructuring of the system. (p. v)

If academic advising is to play its role in "restructuring of the system," then it must be developmental in nature. In 1967, Sanford predicted:

Increasing knowledge of personality development in students . . . may influence the day to day behavior of the faculty member. . . . A show of personal interest at a time when a student is in special need of it . . . may be of crucial import to the student's development. (p. 19)

The magnitude and strength of the literature related to developmental academic advising's potential for better attending to students' developmental needs supports the supposition that

developmental academic advising will result in more positive outcomes for advisees.

Developmental Academic Advising and Retention

University and college catalogs almost always espouse the stated goal of educating the student as a whole person. This goal is too often frustrated, however, by high attrition rates. The federally sponsored report published in 1984, Involvement in learning: Realizing the potential of American higher education, stated that "only half of the students who start college with the intention of getting a bachelor's degree actually attain this goal ("U. S. colleges not realizing full potential," 1984). Keniston (1971) cited dropout rates in excess of 50% and noted that "even at colleges with highly selective admissions policies, approximately 20% of all entering freshmen do not graduate with their class" (p. 190). Using data collected over the past four decades, Cope (1978) predicted that of the more than fifteen million students who will enter baccalaureate-granting institutions in the 1980s, 40% will never earn their degrees. The significance of this prediction is apparent.

Research identifying variables related to retention and attrition is plentiful. Cohen and Brawer (1970) observed that the "educational and psychological literature includes hundreds of reports on student attrition" (p. 15). In their view, a major premise of any research examining attrition should be that

Academic attrition cannot be viewed solely in terms of the student, no matter how complete this analysis may be. The issue, rather, is a multi-faceted one that requires investigation of the student interacting with other members of the college milieu--peers, faculty members, administrative forces--and with the general college environment of the college itself. (p. 19)

Feldman and Newcomb (1976) conducted a review of the literature on factors relating to attrition and concluded that much of the research focused on student psychological or attitudinal explanations, while ignoring the institutional context. A more appropriate approach, according to Feldman and Newcomb, is to "view attrition as a function of congruence, 'fit,' or 'match' between the needs, interests, and abilities of the student and the demands, rewards, or constraints of the particular college setting" (p. 289).

Only recently has the research begun to focus on institutional environmental variables, as opposed to student focused variables, such as family background, intelligence, or socioeconomic status. Among the environmental or institutional characteristics being examined in relation to retention is academic advising.

Under the auspices of the American College Testing Program (ACT), Beal and Noel (1980) conducted a national survey entitled "What works in student retention." The purpose of the study was to "identify, analyze, and compile information about campus action programs and efforts for improving student retention in higher education" (p. 15).

From an initial 2,459 contacts, Beal and Noel received 990 completed questionnaires, of which 947 were usable in the study.

Using data from the responses, they developed a table of the most important factors in student retention, both positive and negative. Of interest here is the finding that inadequate academic advising ranked highest among important negative factors in retention (3.03 on a scale of 1 [low] to 5 [high]).

With regard to positive factors in student retention, high quality of advising received a rating of 3.23 on the same scale of 1 to 5. In a further breakdown of their findings, Beal and Noel cited inadequate academic advising as the second most important negative campus characteristic at 2-year public institutions, and as the most important negative campus characteristic at 4-year public institutions.

With regard to positive campus characteristics, high quality advising was rated 3.43 at 2-year public institutions, and 3.22 at 4-year public institutions, again using the same scale of 1 to 5.

Beal and Noel's survey was also designed to elicit information regarding any action programs being applied by the institutions. Among institutions reporting action programs applied to academic advising, the programs were found to have an impact on retention among both new and old students, as well as on high risk students (p. 56) and undecided major/career students.

The findings of this massive study support the notion proposed by Sanford (1969) more than a decade earlier. In his classic book Where colleges fail, Sanford pointed to advising as one means of integrating a system which students may find incoherent. In his own experiences with advising, Sanford found that

if he stuck strictly to information giving and assigning the student a program of study, he "could be rid of him in five minutes" (p. 181). However, if he asked the student a question about himself, such as what he really wanted to do with himself (as would be a component of developmental advising), the nature of the advising relationship changed noticeably.

Sanford cited the experience of hearing one young man recall that only during his freshman interview did he ever find a professor who was interested in him. This lack of quality relationships with advisors/faculty impedes student development because it does nothing to increase the continuity of the college experience, according to Sanford.

Habley (1981) echoed Sanford's view of the role the insitutional environment plays in relation to retention. Habley believed that students experience dissonance between their undefined expectations of the college experience and the reality of that experience.

Cope and Hannah (1975) spoke of a college or university's "holding power" in terms of the student's identification with the institution. They stated that "colleges are more likely to retain the student who chooses the institution because of its clear image values and programs, and knows this is what he or she wants" (p. 190).

Academic advisement which is developmental in nature offers one effective way of mediating the dissonance to which Habley refers or of exercising the "holding power" to which Cope and

Hannah refer. Habley has redefined academic advising in terms of its relationship with retention:

For the purpose of understanding that relationship, academic advisement is defined as providing assistance in the mediation of dissonance between student expectations and the actualities of the educational environment. (p. 46)

Summary

A review of recent research reveals that attitudes, perceptions, expectations, and assessment with regard to academic advisement resemble a crazy quilt in that there is no consistent pattern. Previous studies have concluded that additional research needs to be conducted which will help establish a process (method) which promotes students' academic, personal, and career growth (outcome). Studies point to a lack of knowledge of the characteristics of advising which relate to satisfaction with advising, and to a need for clarification of the advisor/advisee relationship. It is clear that the absence of this critical information has contributed to a general lack of satisfaction with academic advising.

In response to repeated requests from student leaders in Florida's university system, the State of Florida's Task Force on Advisement conducted in 1982 a survey of academic advisement services in the SUS, and found that a variety of methods was in use throughout the system, with varying degrees of success. There were particularly problems within the undergraduate advising systems--problems such as the unavailability of advisors for

evening and part-time students, and a general tendency to assume that the advising needs of all students are the same. The results of the study led then Chancellor Barbara Newell to comment:

A candid assessment of current advising practices indicates that there is a general need throughout the SUS to improve the quality of undergraduate advisement regardless of the combination of advisement strategies now in use throughout the SUS. (State of Florida Task Force on Advisement, 1982, p. 11)

While the missions of the nine SUS institutions may vary, the Task Force noted that all faced one common problem: the need to strengthen academic advising programs for undergraduate students.

This research study was in response to Chancellor Newell's call for assessment of current advising practices in the SUS. More specifically, it provides information regarding specific advisor behaviors (process) and the outcomes of those behaviors. It helps clarify the relationship between advisor/advisee by identifying advisor behaviors which advisees' deem helpful and, further, how these behaviors relate to the outcomes of advising, as well as to advisee satisfaction. Finally, this study assesses the level of priority academic advisors at three SUS institutions assign to developmental advising behaviors.

The irony is, perhaps, that once sufficient data have been gathered to confirm that developmental academic advising holds many if not all answers to our academic advising concerns, advising programs based on these concepts will bear a striking

resemblance to the advising relationship Rutherford B. Hayes enjoyed with the faculty member of his choice.

CHAPTER III

METHODOLOGY

Academic advising is increasingly being recognized as a valuable tool for enhancing the development of the total student. Yet, a review of the recent literature reveals that student evaluations of their advising experiences are often mixed or negative. Moreover, there appears to be little consensus among those who provide academic advising with regard to its scope and value.

This descriptive survey research study investigated the relationships among variables which are related to the effectiveness of academic advising at three institutions in the State University System of Florida (SUS). A sample of undergraduate advisees and their advisors from a large, mid-size, and small university within the SUS were surveyed.

The study compared advisors' priorities for advising with their advisees' perceptions of what took place in advising conferences. Additionally, the study assessed advisees' ratings of the advisors' helpfulness, their perceptions of outcomes of advising (e.g., advisee was more confident in pursuing academic program), and advisees' ratings of their advisors in terms of overall satisfaction. Other variables thought to be related to the effectiveness of advising (i.e., number of advising appointments, advisors' experience, advisor-to-advisee ratio,

and advisees' age and classification) were also investigated. The variable of sex was omitted from this study because pilot studies using the instrument utilized in this research found no significant differences on the basis of gender (Cashin, 1979).

Research Questions

This study addressed the following research questions:

1. What are the relative advising priorities of academic advisors?
2. What is the relationship between advisees' descriptions of advisor behaviors and advisees' ratings of overall satisfaction with their advisors?
3. What is the relationship between advisees' ratings of advisors' helpfulness and advisees' ratings of overall satisfaction with their advisors?
4. What is the relationship between advisees' ratings of advising outcomes (e.g., advisee more confident in pursuing academic program) and advisees' ratings of overall satisfaction with their advisors?
5. What is the relationship between advisees' perceptions of advisors' helpfulness and advisors' priorities for advising behaviors?
6. What are the relationships among the advisee variables of number of advising appointments, age, classification (e.g., freshman, sophomore), and advisees' ratings of overall satisfaction with their advisors?

7. What are the relationships among the advisor variables of priorities for advising behaviors, length of advising experience, advisor-to-advisee ratio, and advisees' ratings of overall satisfaction with their advisors?

Population

The State University System of Florida is comprised of nine institutions. For the purposes of this research, the institutions involved in the study are anonymously identified as University A, University B, and University C. Based on data obtained from the Office of the Board of Regents, SUS,¹ University A, with a student enrollment of 32,000 students, was categorized as a large university. University B, with a student enrollment of more than 16,000 students, was categorized as mid-size. University C, with a student enrollment of less than 10,000, was categorized as small. The Office of the Board of Regents also provided the following demographic data.

Students

University A. Seventeen percent of the students at University A were part-time (registered for fewer than 12 semester hours). The mean age was 26.10; 43% were female; 57% male. With regard to race, Asian constituted 2%; Black--6%; Hispanic--4%; White--81%; Indian/Alaskan--less than 1%; other and unreported--6%.

University B. Forty-nine percent of the students were part-time (registered for fewer than 12 semester hours). The mean age

was 29.74; 50% were female; 50% male. With regard to race, Asian constituted 2%; Black--4%; Hispanic--4%; White--88%; Indian/Alaskan--less than 1%; other and unreported--2%.

University C. Sixty-seven percent were part-time (registered for fewer than 12 semester hours). The mean age was 31.55; 58% were female; 42% male. With regard to race, 1% were Asian; Black--7%; Hispanic--fewer than 2%; White--88%; Indian/Alaskan--less than 1%; other and unreported--less than 1%.

Faculty

University A. Mean age of faculty at University A was 47.55; 13% were female; 87% were male. With regard to race, Black constituted 3%; Hispanic--less than 1%; White--93%; other--3%.

University B. Mean age of faculty at University B was 45.26; 21% were female; 79% male. With regard to race, Black constituted 3%; Hispanic--2%; White--91%; other and unreported--4%.

University C. Mean age of faculty at University C was 43.72; 31% were female; 69% male. With regard to race, Black constituted 7%; Hispanic--less than 1%; White--88%; other--4%.

Procedures

Administrative support for this study was obtained by means of an explanatory letter (Appendix A) to the deans of each of the colleges used in the study setting forth the nature of the research and the potential benefits to the colleges. To add to

the credibility of the study, a letter of endorsement from Chancellor Charles Reed (Appendix B) was enclosed with this initial letter.

A follow-up telephone call was made two to three days following presumed receipt of the letter in order to determine whether each dean was willing to have his/her college participate in the study. Of the 12 deans whose colleges were selected through the random selection process, 11 agreed to permit classes within their colleges to be surveyed, if the professors of the classes agreed. Types of colleges participating in the study were the College of Arts and Sciences (Universities B and C), College of Building Construction (University A), College of Business (Universities B and C), College of Education (Universities A, B, and C), College of Engineering (University A), College of Fine Arts (University A), and the College of Forest Resources and Conservation (University A).

Cost to the participating universities was minimal in that their only involvement was to permit the researcher to administer the survey instrument to a random selection of classes and to the advisors identified by the students in those classes.

Benefits to the participating universities included evaluative data regarding their students' overall satisfaction with advising, knowledge of their advisors' priorities for advising, and data regarding their students' perceptions of these priorities and how they affect advising outcomes. Benefits to individual advisors was knowledge of specific advising behaviors which correlate with advisee satisfaction.

Sampling Procedure

A cluster sampling procedure was used, with the classes from each of the three universities being the units of sampling, or clusters. According to Weirsema (1985), "Cluster sampling is a name given to methods of selection in which the sampling unit, the unit of selection, contains more than one population element; the sampling unit is a cluster of elements" (p. 203).

The 1986 spring term class schedules were obtained for Universities A, B, and C. Classes were numbered consecutively; then, using a random numbers table, classes were randomly selected to participate in the study. If the random selection process yielded a graduate class, the next listed undergraduate class was selected in its place.

In an effort to obtain a sample from each university which was approximately proportional to the relative enrollment of each university, 7 classes were selected from University A, 5 were selected from University B, and 4 were selected at University C. Because the dean of one of the colleges at University A denied permission for the research, only 6 of the 7 classes at University A participated in the study. A total of 15 classes was surveyed.

This cluster sampling procedure yielded a total sample size of 559 advisees: 214 were from University A; 246 were from University B; 99 were from University C. An unexpectedly large class of 139 at University B led to their disproportionately large contribution to the total sample size. Because 130

respondents had never seen an advisor, data analyses were based on a sample of 429 advisee respondents.

Once the classes to be surveyed were identified, letters to the respective deans were mailed and their permission obtained as described earlier. The names and campus addresses of instructors for each randomly selected class were obtained by telephoning the department numbers given in the schedule. The instructors were then mailed a letter (Appendix C) explaining the purpose and benefits of the survey and asking for permission for the researcher to administer the survey in their classes.

A follow-up telephone call was made in 2 to 3 days following presumed receipt of the request letter. If the instructor consented to having his/her class surveyed, the date and time were arranged. If the instructor chose not to participate, the class immediately following on the schedule of courses was selected to take its place, and the above steps were repeated. This procedure was repeated until the dates and times had been arranged for all 15 participating classes, or clusters.

Once the classes, or clusters, to be used in the survey had been identified and their participation confirmed through contact with the instructor, the researcher visited the selected classes and administered the survey to the students in the classes. Informed consent was obtained from each participating student (Appendix D).

Each student was asked to identify his/her advisor on the Advising Survey Form response card. Once the surveys had been completed, the researcher compiled a list of the advisors as identified by their advisees (students).

The full names and campus addresses of these advisors were obtained from faculty directories of each of the three participating universities. Following this procedure, 31 advisors were identified at University A, 23 were identified at University B, 9 were identified at University C.

These advisors were then mailed a letter which explained the purpose and benefits of the study and requested their participation (Appendix E). Included with the letter were the Advisor Information Form, an informed consent form (Appendix F) and a stamped, self-addressed return envelope. The letter of explanation established a return date no later than 1 week following receipt of the survey materials.

At the end of 2 weeks, follow-up post cards (Appendix G) were mailed to each advisor who had not yet returned his/her survey form. Again, at the end of 2 weeks, those advisors who had not yet returned their surveys were contacted by telephone. For those who could not be reached by telephone, messages were left asking them to complete and return the survey at their earliest possible convenience. Responses were received from 45 academic advisors, thus generating a sample size of 45.

Instrumentation

The instrument used in this research was developed by Kramer and Gardner (1979) in conjunction with Kansas State University's Center for Faculty Evaluation and Development. The overall purpose of the instrument is threefold: (a) To identify advisors' priorities for the advising conference; (b) To identify

discrepancies in advisor/advisee perceptions of the advising experience; (c) To identify advisor behaviors and their effects on advising outcomes in the areas of course selection, career choice, and personal problem solving. The items tap the three areas of interest inherent in developmental academic advising: educational, career, and personal goals (Ender et al., 1984; Grites, 1983; Habley, 1981; Mash, 1978; Shane, 1981; Walsh, 1979).

The instrument, which utilizes a Likert-type format, consists of two forms:

1. The Advising Survey Form (Appendix H), which is administered to the advisee. This form consists of 39 items and asks advisees to (a) rate the accuracy of descriptions of the methods used by the advisors, (b) rate the advisors' helpfulness, and (c) rate the outcomes or results of advising, as perceived by the advisees. (The dimension of "helpfulness" taps advisors' use of developmental advising behaviors.) A summary question asks advisees to rate on a scale of 1-5 their overall satisfaction with their advisors. Additionally, advisees are instructed to write additional comments on the backs of the response cards if they wish to do so. Demographic questions are also included in the questionnaire.

2. The Advisor Information Form (Appendix I), which is administered to the advisor. This form consists of 10 items, plus demographic questions. The advisor is asked to rate his/her advising priorities on a scale of 1-3. The 10 items tap the priorities of the advisor in 10 advising behavior areas, ranging from helping advisees with registration to helping advisees with

personal and intellectual growth. These items parallel 10 items of the advisees' questionnaire which tap advisors' helpfulness.

Examples of the items tapping descriptions of advisor behaviors as perceived by the advisee (items 1-22, advisee form) are

- used knowledge of courses and course content to aid me
- used knowledge of career opportunities in advising me
- was willing to discuss my feelings and emotions

Examples of the items tapping advisor priorities as perceived by the advisor and advisee (items 23-32, both forms) are

- helping with course selection
- exploring vocational possibilities and interests
- encouraging personal and intellectual growth

Examples of items tapping advising outcomes as perceived by the advisee (items 33-39, advisee form) are

- I am more confident in pursuing my academic program
- I am better prepared to seek a job or pursue further study
- I am better able to handle my personal problems

Possible scores for the advisor form range from 10-30. The form requires no more than 5 minutes to complete.

Possible scores for the advisee form range from 39-195. The form requires no more than 15 minutes to complete.

Kramer and Gardner (1979) conducted two separate validation studies using the instrument, each involving 10 institutions. The first surveyed 10 different colleges and universities ranging in size from large (over 20,000 students) to small (under 500 students). Among this sample were both private and public institutions, including colleges of agriculture, engineering, and

liberal arts. The second study surveyed 10 institutions (only one of which was in the original sample). Data were obtained on 173 advisors who were rated by 519 students.

With regard to empirical validity, the instrument's developers separated advisors into most and least effective, as rated by their supervisors. The faculty identified as most effective received an average (mean) advisee rating of 4.07 on the overall evaluation question, while those identified by their supervisors as least effective received an average (mean) advisee rating of 3.07. No statistical test of significance of this difference was run; however, Kramer and Gardner accepted the almost one point difference as a "crude measure" of validity.

For the summary question tapping advisees' overall satisfaction with their advisors, eight items were found to have relatively strong positive correlations with overall satisfaction (correlations ranging from .72 to .85). Kramer and Gardner concluded that these items support the instrument's face validity in the areas of course selection and career choice.

To obtain a measure of reliability, the researchers split the advisee ratings into two groups. Then, averages were calculated for each half and these averages were correlated with one another. Using a Spearman Brown formula, the researchers found a reliability of .69.

The instrument has subsequently been used on a national level for the purpose of evaluating the effectiveness of advising, much as the Student Instructional Report (SIR) is used to evaluate teacher effectiveness (Bigham & Blong, 1980; Cashin, W. E., personal communication, September 26, 1984).

Data Analyses

Data gathered from this survey questionnaire were analyzed by use of the Statistical Analysis System (SAS), which is a computer system program designed for the analyses of social science and other data.² The following statistical analyses were applied to data gathered in response to the research questions.

Research Question 1. Research question 1 asked what are the relative advising priorities of advisors? Mean scores and frequency distributions were obtained to provide information regarding priorities advisors assign to advising behaviors.

Research Question 2. This question investigated the relationship between advisees' descriptions of advisor behaviors and advisees' ratings of overall satisfaction with their advisors. Pearson product-moment correlation coefficients were used to determine the nature and degree of the relationship between advisees' descriptions of advisors' behaviors and advisees' ratings of overall satisfaction with their advisors.

Research Question 3. The third question investigated the relationship between advisees' ratings of advisors' helpfulness and advisees' ratings of overall satisfaction with their advisors. Pearson product-moment correlation coefficients were used to determine the nature and degree of the relationship between advisees' ratings of advisors' helpfulness and advisees' ratings of their overall satisfaction with their advisors.

Research Question 4. The fourth research question investigated the relationship between advisees' ratings of advising outcomes (e.g., advisee more confident in pursuing academic

program) and advisees' ratings of overall satisfaction with their advisors. Pearson product-moment correlation coefficients were used to determine the nature and degree of the relationship between advisees' descriptions of advising outcomes (results) and advisees' ratings of overall satisfaction with their advisors.

Research Question 5. Research question 5 investigated the relationship between advisees' perceptions of advisors' helpfulness and advisors' priorities for advising behaviors (identical items on advisee and advisor survey forms). Because a large number of advisees at University B had either never seen an advisor, or if they had seen an advisor, did not know the advisor's name, the number of individual advisee responses which could be paired with a specific advisor was small. Spearman's Rho was used to determine the relationship between the means of advisors' rankings of priorities and the means of advisees' ranking of advisors helpfulness. In addition, a t test was used to examine whether the mean ratings of satisfaction with advisor (Item 39) differed between advisees who had seen an advisor and knew the advisor's name and those who had seen an advisor but did not know the advisor's name.

Research Question 6. This question examined the relationships among the advisee variables of number of advising appointments, age, and classification (e.g., freshman, sophomore), and advisees' ratings of overall satisfaction with their advisors. In order to determine how much of the variance with regard to overall satisfaction could be accounted for by these variables, regression analysis, general linear model procedure,

was used to determine the effect and magnitude of the advisee variables of number of advising appointments, age, and classification in relation to advisees' rating of overall satisfaction with their advisors.

Research Question 7. The final question examined the relationships among the advisor variables of priorities for advising behaviors, length of advising experience, advisor-to-advisee ratio, and advisees' ratings of overall satisfaction with their advisors. In order to determine how much of the variance with regard to overall satisfaction could be accounted for by these variables, regression analysis, general linear model, was used to determine the effect and magnitude of the advisor variables of priorities for advising behaviors, length of experience, and advisor-to-advisee ratio in relation to advisees' ratings of overall satisfaction with their advisors. In addition, a simple correlation was computed between advisors' years of experience and advisees' overall satisfaction.

Additional statistical analyses were performed to describe the central tendency and distribution of the data gathered. Significant differences were determined at the .05 level of significance.

Limitations

An unexpected outcome of this study was that many of the advisees surveyed did not know the names of their advisors and thus cross analyses of their perceptions with their advisors' priorities was not possible. However, the information that

advisees did not know their advisors' names is also useful information derived from the study and is discussed further in Chapter V.

This problem was compounded by the unwillingness of some advisors to place their names on the Advisor Information Form, even though they had been assured of confidentiality. Not only did this prevent the matching of these advisors with their advisees' responses, but also, it complicated the follow-up procedures in that an accurate list of non-respondents was impossible to obtain. Future research might alleviate this problem if funds and time permitted in-person communication with each advisor being surveyed.

An additional limitation of this study is that it provided no quantifiable data for those students who had not seen an advisor, and no means of obtaining these students' input with regard to academic advisement. Future research which provides data regarding students who have never seen an advisor would be a useful supplement to the information provided by this study.

Finally, as with any self-report survey, the information gained in this study is subject to the perceptual biases of respondents. Additionally, there may be a propensity on the part of some subjects to respond in the manner in which they believe is expected--a phenomenon referred to by Isaac and Michael (1971) as role selection. The random selection of the clusters used in the study should have helped control for this variable, however.

Summary

The results of this research study provided information regarding the variables which are related to advisee satisfaction at three universities in the SUS. Those who plan for the delivery of academic advisement services at these universities may point to research such as this to support their contention that academic advising must be more than information-giving if it is to help students integrate their academic, career, and personal goals.

Notes

¹Demographic data regarding faculty and student characteristics were provided by the Office of Human Resources, State University System of Florida, Tallahassee, FL. Data were based on Fall 1985 statistics, which were the most recent statistics available at the time of the research.

²The researcher acknowledges the contribution of the Center for Faculty Evaluation and Development at Kansas State University for its assistance with analyzing the data.

CHAPTER IV

FINDINGS

In an effort to learn more about the status of academic advisement in the State University System (SUS), this study investigated relationships among variables which were thought to be related to the effectiveness of academic advising at three institutions in the SUS. Data were collected from 559 undergraduate students and 45 advisors from the three institutions. Because 130 advisee respondents had never seen an advisor, data analyses were based on 429 advisee responses. Responses of all 45 advisors were used for data analyses. In this chapter, the findings of the study are presented.

Demographic Information

An analysis of the student demographic data indicates that 69% of the student sample were white, 6% Hispanic, 4% Black, 2% Asian American, and 18% other or unreported. With regard to age, 63% were between the ages of 18-22; the next largest age group was the 23-29 age range with 20%, followed by 7% from the 30-39 age range. Only 2% were over age 40. Their classification was 25% juniors, 24% seniors, 19% freshmen, 17% sophomores, and 15% other or unreported. These demographic data closely approximate those of the population of the three institutions and thus

support the generalization of the study to those institutions. Table 1 presents the breakdown for the overall sample; Tables 2, 3, and 4 present the breakdown by institution.

Demographic data regarding ethnic makeup of advisors were gathered only from the perspective of the advisees. Among the overall sample, 64% of advisees reported that their advisors were white, 10% reported having Black advisors, 2% Asian American advisors, 1% Hispanic American advisors, and 22% other or unreported (see Table 5 for overall sample and breakdown by institution).

Status of Advisees with Regard to Advisement

Overall, 23% of the sample had never seen an advisor; 47% had seen an advisor and knew the advisor's name; 30% had seen an advisor but did not know the advisor's name. Table 6 provides these data for the overall sample and also breaks the data down by institution.

Of those students in the overall sample who had met with an advisor, the majority (34%) had met with an advisor two or three times; 25% had met with an advisor four or five times; 12% had met with an advisor more than 5 times; 9% had met with with an advisor, but for less than 10 minutes; 7% did not respond. Table 7 presents these data for the overall sample and by institution.

Table 1

Age, Ethnic Background, and Classification of Advisees--All Respondents

Demographic Variable	Frequency (f)	Percentage (%)
<u>Advisee Age</u>		
Under 18	3	0.70
18-22	271	63.17
23-29	87	20.28
30-39	28	6.52
Over 40	8	1.87
No Response	32	7.45
Total	429	100.00
<u>Advisee Ethnic Background</u>		
Asian American	10	2.33
Black American	18	4.01
Hispanic American	27	6.29
White American	298	69.46
Other	22	5.13
No Response	54	12.58
Total	429	100.00
<u>Advisee Classification</u>		
Freshman	82	19.11
Sophomore	74	17.25
Junior	106	24.71
Senior	102	23.78
Other	25	5.83
No Response	40	9.32
Total	429	100.00

Table 2

Age, Ethnic Background, and Classification of Advisees--
University A

Demographic Variable	Frequency (f)	Percentage (%)
<u>Advisee Age</u>		
Under 18	1	0.50
18-22	146	73.37
23-29	31	15.58
30-39	6	3.02
Over 40	2	1.00
No Response	13	6.53
Total	199	100.00
<u>Advisee Ethnic Background</u>		
Asian American	5	2.51
Black American	6	3.02
Hispanic American	16	8.04
White American	141	70.85
Other	8	4.02
No Response	23	11.56
Total	199	100.00
<u>Advisee Classification</u>		
Freshman	25	12.56
Sophomore	32	16.08
Junior	44	22.11
Senior	59	29.65
Other	18	9.05
No Response	21	10.55
Total	199	100.00

Table 3

Age, Ethnic Background, and Classification of Advisees--
University B

Demographic Variable	Frequency (f)	Percentage (%)
<u>Advisee Age</u>		
Under 18	1	0.76
18-22	67	51.15
23-29	35	26.72
30-39	10	7.63
Over 40	2	1.53
No Response	16	12.21
Total	131	100.00
<u>Advisee Ethnic Background</u>		
Asian American	2	1.53
Black American	5	3.82
Hispanic American	10	7.63
White American	83	63.36
Other	8	6.10
No Response	23	17.56
Total	131	100.00
<u>Advisee Classification</u>		
Freshman	21	16.03
Sophomore	35	26.72
Junior	27	20.61
Senior	30	22.90
Other	3	2.29
No Response	15	11.45
Total	131	100.00

Table 4

Age, Ethnic Background, and Classification of Advisees--
University C

Demographic Variable	Frequency (f)	Percentage (%)
<u>Advisee Age</u>		
Under 18	1	1.01
18-22	58	58.59
23-29	21	21.21
30-39	12	12.12
Over 40	4	4.04
No Response	3	3.03
Total	99	100.00
<u>Advisee Ethnic Background</u>		
Asian American	3	3.03
Black American	7	7.07
Hispanic American	1	1.01
White American	74	74.75
Other	6	6.06
No Response	8	8.08
Total	99	100.00
<u>Advisee Classification</u>		
Freshman	36	36.36
Sophomore	7	7.07
Junior	35	35.36
Senior	13	13.13
Other	4	4.04
No Response	4	4.04
Total	99	100.00

Table 5

Advisees' Reports of Their Advisors' Ethnic Backgrounds

Advisees Reporting	Frequency (f)	Percentage (%)
<u>Overall</u>		
Asian American Advisor	9	2.10
Black American Advisor	45	10.49
Hispanic American Advisor	4	0.93
White American Advisor	276	64.34
Other	20	4.66
No Response	75	17.48
Total	429	100.00
<u>University A</u>		
Asian American Advisor	6	3.02
Black American Advisor	14	7.04
Hispanic American Advisor	2	1.00
White American Advisor	127	63.82
Other	12	6.03
No Response	38	19.09
Total	199	100.00
<u>University B</u>		
Asian American	3	2.29
Black American	3	2.29
Hispanic American	2	1.52
White American	88	67.18
Other	5	3.82
No Response	30	22.90
Total	131	100.00

Table 5

continued

Advisees Reporting	Frequency (f)	Percentage (%)
<u>University C</u>		
Asian American	-	-
Black American	28	28.28
Hispanic American	-	-
White American	61	61.62
Other	3	3.03
No Response	7	7.07
Total	99	100.00

Table 6

Frequencies and Percentages of Advisees Seeing and Not Seeing an Advisor

Status of Advisement	Frequency (f)	Percentage (%)
<u>Overall</u>		
Never saw advisor	130	23.26
Saw advisor/knew name	261	45.79
Saw advisor/did not know name	168	30.95
Total	559	100.00
<u>University A</u>		
Never saw advisor	15	7.01
Saw advisor/knew name	116	54.20
Saw advisor/did not know name	83	38.79
Total	214	100.00
<u>University B</u>		
Never saw advisor	115	46.75
Saw advisor/knew name	49	19.92
Saw advisor/did not know name	82	33.33
Total	246	100.00
<u>University C</u>		
Never saw advisor	-	-
Saw advisor/knew name	96	96.9
Saw advisor/did not know name	3	3.03
Total	99	100.00

Table 7

Advisees' Reports of Number of Meetings with Advisors

	Frequency (f)	Percentage (%)
<u>Overall</u>		
Met Less Than 10 Minutes	40	9.32
One Meeting	107	24.94
Two or Three Meetings	148	34.50
Four or Five Meetings	54	12.59
Over Six Meetings	50	11.66
No Response	30	6.99
Total	429	100.00
<u>University A</u>		
Met Less Than 10 minutes	21	10.55
One Meeting	41	20.60
Two or Three Meetings	58	29.15
Four or Five Meetings	29	14.57
Over Six Meetings	36	18.10
No Response	14	7.03
Total	199	100.00
<u>University B</u>		
Met Less than 10 Minutes	18	13.74
One Meeting	39	29.78
Two or Three Meetings	39	29.77
Four or Five Meetings	10	7.63
Over Six Meetings	12	9.16
No Response	13	9.92
Total	131	100.00

Table 7
continued

	Frequency (f)	Percentage (%)
<u>University C</u>		
Met Less Than 10 Minutes	1	1.01
One Meeting	27	27.27
Two or Three Meetings	51	51.52
Four or Five Meetings	15	15.15
Over Six Meetings	2	2.02
No Response	3	3.03
Total	99	100.00

Advisor Load and Years of Experience Advising

The advisors were asked to indicate their undergraduate and graduate advisee loads, and the number of years they have been advising. These data are provided in Table 8 for the overall sample and in Table 9 for the individual institutions. Note that three advisors at University C reported undergraduate advisee loads of 1000. If these three are withheld from the sample, the mean undergraduate advisee load for the overall sample is 148.8; the mean undergraduate advisee load for University C is 258.2.

Table 9 presents advisors' advisee load and years of experience by institution.

Table 8

Advisors' Report of Advisee Load and Years of Experience--All Respondents

	Range	Mean	SD
<u>Academic Level</u>			
Undergraduate	0-1000	183.72	267.72
Graduate	0-400	24.43	65.88
<u>Years Advising</u>			
	1-35	11.52	8.18

Note. n = 44. One advisor did not respond to these items.

Table 9

Advisors' Advisee Load and Years of Experience by Institution

	Range	Mean	SD
<u>University A</u>			
Advisee Load			
Undergraduate	0-700	124.54	167.22
Graduate	0-20	6.13	7.10
Years Advising			
	2-35	13.68	9.12
<u>University B</u>			
Advisee Load			
Undergraduate	15-150	50.83	36.73
Graduate	0-400	51.15	109.50
Years Advising			
	3-22	12.69	6.19
<u>University C</u>			
Advisee Load			
Undergraduate	100-1000	505.55	385.23
Graduate	0-150	30.55	55.59
Years Advising			
	1-12	4.55	3.77

Note. One advisor from University B did not respond to these items.

Research Questions

What are the relative advising priorities of academic advisors?

The first research question of this study addressed the priorities advisors at three institutions in the SUS assign to advising behaviors which acknowledge the developmental needs of advisees. The findings show that advisees' developmental needs are not the primary focus of the advisors' priorities.

As shown in Table 10, the highest ranked priorities of advisors were primarily information-giving in nature. That is, advisors emphasized the non-personal aspects of advising when ranking their priorities. The highest ranked priority was "helping with course scheduling and registration." The lowest ranked priority was "being someone the advisee can discuss personal concerns with." "Encouraging advisee's personal and intellectual growth," an advisor behavior clearly required of developmental academic advising, was ranked seventh of the ten advising behaviors.

When considered on an institutional basis (Tables 11-13), the results showed only minor variations in advisor priorities at the three institutions. The highest ranked priority at all three institutions was "helping with course scheduling and registration," and the second highest priority was "picking courses appropriate to advisees' abilities and interests."

What is the relationship between advisees' descriptions of advisors' behaviors and advisees' ratings of overall satisfaction with their advisors?

To answer the second research question, advisees were asked to rate how descriptive of their advising experiences were 22

Table 10

Advisors' Rankings of Advising Behavior Priorities--All Respondents

Rank	Behavior	Not a Priority		Priority		High Priority		Mean	SD
		n	%	n	%	n	%		
1.	Helping with course scheduling and registration	5	11.1	8	17.8	32	71.1	2.60	0.68
2.	Picking courses appropriate to advisee's abilities and interests	4	8.8	14	31.1	27	60.0	2.51	0.66
3.5.	Advising about opportunities for graduate study	11	24.4	19	42.2	15	33.3	2.09	0.76
3.5.	Cutting through institutional red-tape	11	24.4	19	42.2	15	33.3	2.09	0.76
5.	Advisee achieving more realistic understanding of his/her goals	10	22.2	22	48.8	13	28.8	2.07	0.72
6.	Exploring majors of interest to the advisee	11	24.4	21	46.6	13	28.8	2.04	0.74
7.	Encouraging advisee's personal and intellectual growth	14	31.1	20	44.4	11	24.4	1.93	0.75
8.	Exploring vocational possibilities and interests	12	26.6	26	57.7	7	15.5	1.89	0.65

Table 10
continued

Rank	Behavior	Not a Priority		Priority		High Priority		Mean	SD
		n	%	n	%	n	%		
9.	Developing advisees' interest in an academic discipline	16	35.5	23	51.1	6	13.3	1.78	0.67
10.	Advisor being someone the advisee can discuss personal concerns with	22	48.8	16	35.5	7	15.5	1.67	0.74

Rank According to Mean

Table 11

Advisors' Rankings of Advising Behavior Priorities--University A

Rank	Behavior	Not a Priority		Priority		High Priority		Mean	SD
		n	%	n	%	n	%		
1.	Helping with course scheduling and registration	2	9.1	4	18.2	16	72.7	2.63	0.66
2.	Picking courses appropriate to advisee's abilities and interests	1	4.5	8	36.4	13	59.1	2.54	0.60
3.	Advising about opportunities for graduate study	2	9.1	12	54.5	8	36.4	2.27	0.63
4.3.	Exploring majors of interest to the advisee	6	27.3	8	36.4	8	36.4	2.09	0.81
4.3.	Encouraging advisee's personal and intellectual growth	3	13.6	14	63.6	5	22.7	2.09	0.61
4.3.	Advisee achieving more realistic understanding of his/her goals	4	18.2	12	54.5	6	27.3	2.09	0.68
6.	Cutting through institutional red tape	7	31.8	10	45.5	5	22.7	1.90	0.75

Table 11
continued

Rank	Behavior	Not a Priority		Priority		High Priority		Mean	SD
		n	%	n	%	n	%		
7.5.	Exploring vocational possibilities and interests	8	36.4	10	45.5	4	18.1	1.81	0.73
7.5.	Advisor being someone the advisee can discuss personal concerns with	9	40.9	8	36.4	5	22.7	1.81	0.79
9.	Developing advisee's interest in an academic discipline	8	36.4	11	50.0	3	13.6	1.77	0.68

Rank According to Mean

Table 12

Advisors' Rankings of Advising Behavior Priorities--University B

Rank	Behavior	Not a Priority		Priority		High Priority		Mean	SD
		n	%	n	%	n	%		
1.	Helping with course scheduling and registration	3	21.4	3	21.4	8	57.1	2.35	0.84
2.	Picking courses appropriate to advisee's abilities and interests	3	21.4	4	28.6	7	50.0	2.28	0.83
3.	Cutting through institutional red tape	3	21.4	6	42.9	5	35.7	2.14	0.77
4.	Exploring vocational possibilities and interests	2	14.3	10	71.4	2	14.3	2.00	0.55
5.5.	Advising about opportunities for graduate study	6	42.8	4	28.6	4	28.6	1.85	0.86
5.5.	Exploring majors of interest to the advisee	6	42.8	4	28.6	4	28.6	1.85	0.86
7.	Developing advisees' interest in an academic discipline	5	35.7	7	50.0	2	14.3	1.78	0.70

Table 12

continued

Rank	Behavior	Not a Priority		Priority		High Priority		Mean	SD
		n	%	n	%	n	%		
8.	Encouraging advisee's personal and intellectual growth	6	42.8	6	42.8	2	14.3	1.71	0.72
9.	Advisor being someone the advisee can discuss personal concerns with	8	57.1	3	21.4	3	21.4	1.64	0.84
10.	Advisee achieving more realistic understanding of his/her goals	10	71.4	4	28.6	-	-	1.28	0.47

Rank According to Mean

Table 13

Advisors' Rankings of Advising Behavior Priorities--University C

Rank	Behavior	Not a Priority		Priority		High Priority		Mean	SD
		n	%	n	%	n	%		
1.	Helping with course scheduling and registration	-	-	1	11.1	8	88.9	2.89	0.33
2.	Picking courses appropriate to advisee's abilities and interests	-	-	2	22.2	7	77.8	2.77	0.44
3.	Cutting through institutional red tape	1	11.1	3	33.3	5	55.5	2.44	0.72
4.5.	Exploring majors of interest to the advisee	-	-	6	66.7	3	33.3	2.33	0.50
4.5.	Advisee achieving more realistic understanding of his/her goals	-	-	6	66.7	3	33.3	2.33	0.50
6.5.	Advising about opportunities for graduate study	3	33.3	3	33.3	3	33.3	2.00	0.87
6.5.	Encouraging advisee's personal and intellectual growth	3	33.3	3	33.3	3	33.3	2.00	0.87

Table 13
continued

Rank	Behavior	Not a Priority		Priority		High Priority		Mean	SD
		n	%	n	%	n	%		
8.3.	Exploring vocational possibilities and interests	2	22.2	6	66.7	1	11.1	1.89	0.60
8.3.	Advisor being someone the advisee can discuss personal concerns with	3	33.3	4	44.4	2	22.2	1.89	0.78
8.3.	Developing advisees' interest in an academic discipline	2	22.2	6	66.7	1	11.1	1.89	0.60

Rank According to Mean

advisor behaviors. Their responses were correlated with their overall satisfaction, and it was found that every one of the behaviors correlated significantly with satisfaction at the .0001 level of significance. The advising behavior which correlated highest with advisee satisfaction was "used knowledge of courses and course content to aid me" (.66).

Advisor behaviors inversely related to overall satisfaction were "seemed in a hurry to end our meeting" (-.50), "gave me incorrect information about academic regulations" (-.44), "did not encourage me to talk about my knowledge and experience" (-.41), "and puts limits on the types of topics I could bring up" (-.37).

Table 14 presents the Pearson product moment correlations between items 1-22 (describing advisor behaviors) and item 39, which asks advisees to rate their overall satisfaction with their advisors.

Tables 15, 16, and 17 present these data by institution. Only minor variations occur between institutions.

Table 15 shows that, with regard to University A, the advising behaviors described in items 1-22 correlated significantly with advisee satisfaction (item 39) at the .0001 level of significance. The advising behavior which correlated highest with advisee satisfaction was "used knowledge of courses and course content to aid me" (.62).

Advisor behaviors inversely related to overall satisfaction at University A included "gave me incorrect information about academic regulations" (-.47), "put limits on the types of topics

Table 14

Correlations Between Advisees' Ratings of Advisors' Behaviors and
Advisees' Satisfaction with Advisors--All Respondents

Item	Correlation (r)
1. Asked me questions about my college experience	.48*
2. Used knowledge of his/her own field of specialization in advising	.58*
3. Summarized my comments	.52*
4. Used knowledge of courses and course content to aid me	.66*
5. Checked to see if I understood what he/she was saying	.59*
7. Used knowledge of career opportunities in advising me	.58*
8. Clearly described his/her responsibilities as advisor	.49*
9. Seemed relaxed while talking with me	.50*
10. Puts limits on the type of topics I could bring up	-.37*
11. Explored with me the obstacles I need to overcome to reach my goal(s)	.53*
12. Asked me to list the options or choices I had	.38*
13. Suggested that I set a time-table for reaching my goals	.43*
14. Used knowledge of rules/regulations of the college in advising me	.48*
15. Challenged me to higher academic performance	.43*
16. Was easy to get to see	.49*

Table 14

continued

Item	Correlation (r)
17. Was willing to discuss my feelings and emotions	.56*
18. Used knowledge of postgraduate opportunities in advising me	.41*
19. Gave me incorrect information about academic regulations	-.43*
20. Avoided discussing my personal problems	-.34*
21. Seemed in a hurry to end our meetings	-.50*
22. Suggested other people (or offices) from whom I could seek help	.31*

Note. $n = 410$.

* $p < .0001$.

Table 15

Correlations Between Advisees' Ratings of Advisors' Behaviors and
Advisees' Satisfaction with Advisors--University A

Item	Correlation (r)
1. Asked me questions about my college experience	.49*
2. Used knowledge of his/her own field of specialization in advising	.53*
3. Summarized my comments	.52*
4. Used knowledge of courses and course content to aid me	.63*
5. Checked to see if I understood what he/she was saying	.52*
6. Did not encourage me to talk about my knowledge and experience	-.35*
7. Used knowledge of career opportunities in advising me	.48*
8. Clearly described his/her responsibilities as advisor	.42*
9. Seemed relaxed while talking with me	.48*
10. Puts limits on the type of topics I could bring up	-.47*
11. Explored with me the obstacles I need to overcome to reach my goal(s)	.45*
12. Asked me to list the options or choices I had	.40*
13. Suggested that I set a time-table for reaching my goals	.50*
14. Used knowledge of rules/regulations of the college in advising me	.46*
15. Challenged me to higher academic performance	.38*

Table 15

continued

Item	Correlation (r)
16. Was easy to get to see	.40*
17. Was willing to discuss my feelings and emotions	.52*
18. Used knowledge of postgraduate opportunities in advising me	.42*
19. Gave me incorrect information about academic regulations	-.60*
20. Avoided discussing my personal problems	-.38*
21. Seemed in a hurry to end our meetings	-.46*
22. Suggested other people (or offices) from whom I could seek help	.34*

Note. $n = 199$.

* $p < .0001$.

I could bring up" (-.47), "seemed in a hurry to end our meetings" (-.46), and "avoided discussing my personal problems" (-.38).

Table 16 shows the advising behavior correlating highest with advisee satisfaction at University B as "used knowledge of his/her own field of specialization in advising me" (.72). Advisor behaviors inversely related to overall satisfaction at University B included "seemed in a hurry to end our meetings" (-.47), "did not encourage me to talk about my knowledge and experience" (-.44), "gave me incorrect information about academic regulations" (-.35), and "avoided discussing my personal concerns" (-.33).

Table 17 shows the advising behavior correlating highest with advisee satisfaction at University C as "used knowledge of his/her own field of specialization in advising" (.71). Advising behaviors inversely related to advisee satisfaction at University C included "seemed in a hurry to end our meetings" (-.64), "did not encourage me to talk about my knowledge and experience" (-.48), "put limits on the types of topics I could bring up" (-.45), and "gave me incorrect information about academic regulations" (-.34).

What is the relationship between advisees' ratings of advisors' helpfulness and advisees' ratings of overall satisfaction with their advisors?

To answer research question three, advisees were asked to rate their advisors' helpfulness in 10 areas (the same 10 areas the advisors were asked to rank as priorities). The findings were that all 10 areas of helpfulness are significantly

Table 16

Correlations Between Advisees' Ratings of Advisors' Behaviors and Advisees' Satisfaction with Advisors--University B

Item	Correlation (r)
1. Asked me questions about my college experience	.39***
2. Used knowledge of his/her own field of specialization in advising	.71***
3. Summarized my comments	.50***
4. Used knowledge of courses and course content to aid me	.66***
5. Checked to see if I understood what he/she was saying	.63***
6. Did not encourage me to talk about my knowledge and experience	-.44***
7. Used knowledge of career opportunities in advising me	.68***
8. Clearly described his/her responsibilities as advisor	.60***
9. Seemed relaxed while talking with me	.51***
10. Puts limits on the type of topics I could bring up	-.16
11. Explored with me the obstacles I need to overcome to reach my goal(s)	.64***
12. Asked me to list the options or choices I had	.43***
13. Suggested that I set a time-table for reaching my goals	.48***
14. Used knowledge of rules/regulations of the college in advising me	.55***
15. Challenged me to higher academic performance	.56***

Table 16
continued

Item	Correlation (r)
16. Was easy to get to see	.57***
17. Was willing to discuss my feelings and emotions	.54***
18. Used knowledge of postgraduate opportunities in advising me	.50***
19. Gave me incorrect information about academic regulations	-.34**
20. Avoided discussing my personal problems	-.33**
21. Seemed in a hurry to end our meetings	-.47***
22. Suggested other people (or offices) from whom I could seek help	.19*

Note. $n = 131$.

* $p < .05$. ** $p < .001$. *** $p < .0001$.

Table 17

Correlations Between Advisees' Ratings of Advisors' Behaviors and
Advisees' Satisfaction with Advisors--University C

Item	Correlation (r)
1. Asked me questions about my college experience	.50****
2. Used knowledge of his/her own field of specialization in advising	.52****
3. Summarized my comments	.49****
4. Used knowledge of courses and course content to aid me	.71****
5. Checked to see if I understood what he/she was saying	.60****
6. Did not encourage me to talk about my knowledge and experience	-.47****
7. Used knowledge of career opportunities in advising me	.49****
8. Clearly described his/her responsibilities as advisor	.37***
9. Seemed relaxed while talking with me	.49****
10. Puts limits on the type of topics I could bring up	-.45****
11. Explored with me the obstacles I need to overcome to reach my goal(s)	.46****
12. Asked me to list the options or choices I had	.31**
13. Suggested that I set a time-table for reaching my goals	.34***
14. Used knowledge of rules/regulations of the college in advising me	.42****
15. Challenged me to higher academic performance	.41****

Table 17
continued

Item	Correlation (r)
16. Was easy to get to see	.59****
17. Was willing to discuss my feelings and emotions	.65****
18. Used knowledge of postgraduate opportunities in advising me	.23*
19. Gave me incorrect information about academic regulations	-.34***
20. Avoided discussing my personal problems	-.01**
21. Seemed in a hurry to end our meetings	-.64****
22. Suggested other people (or offices) from whom I could seek help	.38***

Note. $n = 99$.

* $p < .05$. ** $p < .01$. *** $p < .001$. **** $p < .0001$.

correlated with advisee satisfaction. For the overall sample, the advisor behavior correlating highest with advisee satisfaction was "picking courses appropriate to my abilities and interests" (.68). Table 18 presents the correlations for the overall sample between items 23-32 (describing advisors' helpfulness) and item 39, which asks advisees to rate their satisfaction with their advisors.

At University A, all items correlated significantly with advisee satisfaction at the .0001 level of significance. The advisors' helpfulness item correlating highest with advisee satisfaction was "picking courses appropriate to my abilities and interests" (.73). See Table 19 for the relationships of all items.

At University B, the advisors' helpfulness item correlating highest with advisees' satisfaction was "achieving a more realistic understanding of my goals" (.74). All items correlated significantly with advisee satisfaction at the .0001 level of significance (see Table 20).

At University C, the advisors' helpfulness items correlating highest with advisee satisfaction was "cutting through institutional red tape" (.63). All items correlated with advisee satisfaction at the .0001 level of significance (see Table 21).

What is the relationship between advisees' ratings of advising outcomes and advisees' ratings of overall satisfaction with their advisors?

Research question four examined the relationship between the outcomes of advising and the advisees' overall satisfaction with advising. The findings support that the advisees' feeling more

Table 18

Correlations Between Advisees' Ratings of Advisors' Helpfulness
and Advisees' Satisfaction with Advisors--All Respondents

Item	Correlation (r)
23. Helping with course scheduling and registration	.64*
24. Picking courses appropriate to my abilities and interests.	.68*
25. Exploring majors of interest to me	.61*
26. Developing my interest in an academic discipline	.61*
27. Advising me about opportunities for graduate study and programs	.49*
28. Exploring vocational possibilities and interests with me	.50*
29. Being someone I can discuss personal concerns with	.55*
30. Achieving a more realistic understanding of my goals	.65*
31. Encouraging my personal and intel- lectual growth (independent of course and career selection)	.60*
32. Cutting through institutional red tape	.61*

Note. $n = 429$.

* $p < .0001$.

Table 19

Correlations Between Advisees' Ratings of Advisors' Helpfulness
and Advisees' Satisfaction with Advisors--University A

Item	Correlation (r)
23. Helping with course scheduling and registration	.68*
24. Picking courses appropriate to my abilities and interests.	.73*
25. Exploring majors of interest to me	.62*
26. Developing my interest in an academic discipline	.60*
27. Advising me about opportunities for graduate study and programs	.42*
28. Exploring vocational possibilities and interests with me	.44*
29. Being someone I can discuss personal concerns with	.46*
30. Achieving a more realistic understanding of my goals	.57*
31. Encouraging my personal and intel- lectual growth (independent of course and career selection)	.56*
32. Cutting through institutional red tape	.58*

Note. n = 199.

*p < .0001.

Table 20

Correlations Between Advisees' Ratings of Advisors' Helpfulness
and Advisees' Satisfaction with Advisors--University B

Item	Correlation (r)
23. Helping with course scheduling and registration	.65*
24. Picking courses appropriate to my abilities and interests.	.70*
25. Exploring majors of interest to me	.65*
26. Developing my interest in an academic discipline	.72*
27. Advising me about opportunities for graduate study and programs	.60*
28. Exploring vocational possibilities and interests with me	.57*
29. Being someone I can discuss personal concerns with	.64*
30. Achieving a more realistic understanding of my goals	.74*
31. Encouraging my personal and intel- lectual growth (independent of course and career selection)	.69*
32. Cutting through institutional red tape	.63*

Note. $n = 131$.

* $p < .0001$.

Table 21

Correlations Between Advisees' Ratings of Advisors' Helpfulness
and Advisees' Satisfaction with Advisors--University C

Item	Correlation (r)
23. Helping with course scheduling and registration	.45*
24. Picking courses appropriate to my abilities and interests.	.50*
25. Exploring majors of interest to me	.54*
26. Developing my interest in an academic discipline	.44*
27. Advising me about opportunities for graduate study and programs	.43*
28. Exploring vocational possibilities and interests with me	.54*
29. Being someone I can discuss personal concerns with	.59*
30. Achieving a more realistic understanding of my goals	.61*
31. Encouraging my personal and intel- lectual growth (independent of course and career selection)	.56*
32. Cutting through institutional red tape	.63*

Note. $n = 99$.

* $p < .0001$.

confident to pursue their academic programs, better prepared to seek jobs, better able to handle problems, better understanding how to achieve their goals, convinced of the importance of advising, and willing to work hard to ensure advising's success were all outcomes significantly related to their satisfaction with advising.

The advising outcome which correlated highest with advisee satisfaction for the overall sample was "I am more confident in pursuing my academic program" (.69). All items correlated significantly with advisee satisfaction at the .0001 level of significance.

Table 22 presents the correlations between items 33-38 (describing results or outcomes of advising), and item 39, which asks advisees to rate their satisfaction with their advisors, for the overall sample.

A breakdown by institution shows that the same outcome correlated highest at Universities A, B, and C, with only minor variations in the strength of the correlations (see Table 23).

What is the relationship between advisees' perceptions of advisors' helpfulness and advisors' priorities for advising behaviors?

Research question five addressed the relationship between advisees' descriptions of their advisors' helpfulness and their advisors' rankings of advising priorities. For example, if an advisor had ranked "helping with course scheduling and registration" as the highest ranked priority, would his/her advisees

Table 22

Correlations Between Advisees' Ratings of Advising Outcomes with Advisees' Satisfaction--All Respondents

Item	Correlation (r)
Advisee is	
33. I am more confident in pursuing my academic program.	.69*
34. I am better prepared to seek a job or pursue further study.	.68*
35. I am better able to handle my personal problems.	.49*
36. I understand how to achieve my goals within this institution (i.e., I understand the graduation requirements, how to proceed on academic and other matters)	.63*
37. Having a good advisor to work with is very important to me.	.33*
38. I worked hard so that my advising would be a success.	.33*

Note. $n = 429$.

* $p < .0001$.

Table 23

Correlations Between Advisees' Ratings of Advising Outcomes
with Advisees' Satisfaction by Institution

Item	Correlation (r)
<u>University A (n=199)</u>	
Advisee is	
33. I am more confident in pursuing my academic program.	.69***
34. I am better prepared to seek a job or pursue further study.	.60***
35. I am better able to handle my personal problems.	.38***
36. I understand how to achieve my goals within this institution (i.e., I understand the graduation requirements, how to proceed on academic and other matters)	.57***
37. Having a good advisor to work with is very important to me.	.32***
38. I worked hard so that my advising would be a success.	.42***
<u>University B (n=131)</u>	
Advisee is	
33. I am more confident in pursuing my academic program.	.69***
34. I am better prepared to seek a job or pursue further study.	.78***
35. I am better able to handle my personal problems.	.59***

Table 23

continued

Item	Correlation (r)
36. I understand how to achieve my goals within this institution (i.e., I understand the graduation requirements, how to proceed on academic and other matters)	.59***
37. Having a good advisor to work with is very important to me.	.72**
38. I worked hard so that my advising would be a success.	.31*
<u>University C (n=99)</u>	
Advisee is	
33. I am more confident in pursuing my academic program.	.70***
34. I am better prepared to seek a job or pursue further study.	.67***
35. I am better able to handle my personal problems.	.53***
36. I understand how to achieve my goals within this institution (i.e., I understand the graduation requirements, how to proceed on academic and other matters)	.64***
37. Having a good advisor to work with is very important to me.	.20*
38. I worked hard so that my advising would be a success.	.14

* $p < .05$.

** $p < .001$.

*** $p < .0001$.

agree that this was descriptive of the advising conference. The findings support that while there is agreement in some instances, there is also some disparity between the advisees' descriptions of the advising conference and the advisors' priorities for the advising conference.

The data in response to this question were influenced by the finding that a large number of advisees at University B had either never seen an advisor (47%), or if they had seen an advisor, did not know the advisor's name (33%).

A t test was used to examine whether the mean ratings of satisfaction with advisor (Item 39) differed between advisees who had seen an advisor and knew the advisor's name and those who had seen an advisor but did not know the advisor's name. For the overall sample, mean satisfaction with advisor differed significantly at the .0001 level between those advisees who did know their advisors' names and those who did not. This finding held true at University A, also at the .0001 level of significance. At University B, the difference was significant at the .0007 level. At University C, where only three students did not know their advisors' names, there was no significant difference (see Table 24).

Because of the advisees who had either never seen an advisor or, if they had, did not know the advisor's name, the pairings between advisor/advisee responses were limited to a total of 15 advisors, distributed among 173 advisees. At University A, 77 advisees were paired with 7 advisors; at University B, no pairs were possible, since an advisor had to be named by at least 3

Table 24

Differences in Overall Satisfaction with Advising between
Advisees Who Knew Advisor's Name and Those Who Did Not

Advisee Knowledge	n	Satis.M	SD	t
<u>Overall (N=363)</u>				
Don't know advisor's name	127	2.91	1.20	
Know advisor's name	236	3.85	1.21	7.06**
<u>University A (n=172)</u>				
Don't know advisor's name	65	2.78	1.09	
Know advisor's name	107	3.68	1.24	4.78**
<u>University B (n=99)</u>				
Don't know advisor's name	59	3.03	1.31	
Know advisor's name	40	3.97	1.31	3.50*
<u>University C (n=92)</u>				
Don't know advisor's name	3	3.33	1.15	
Know advisor's name	89	4.01	1.12	1.01

* $p < .0007$.

** $p < .0001$.

advisees to permit data analysis; at University C, 96 advisees were paired with 8 advisors.

From Table 25 it can be seen that advisees' mean rankings of advisors' helpfulness on the same items which advisors ranked in terms of their priorities agree at the extremes of the rankings. That is, the advisors and advisees both ranked "helping with course scheduling and registration" first. They also agreed that "advisor being someone the advisee can discuss personal concerns with" should be ranked last. Further, they agreed on the second ranked priority, which was "picking courses appropriate to my abilities and interests." However, at this point, the rankings of the advisors and advisees begin to deviate somewhat.

Advisees ranked "exploring majors of interest to the advisee" as the third most descriptive activity, while advisors ranked this advisor behavior as their sixth ranked priority. Similarly, while advisors ranked "advising about opportunities for graduate study" as their third ranked priority, advisees' rankings of advisors' helpfulness in this area placed it in the eighth ranking position.

See Tables 26, 27, and 28 for a breakdown by institution.

What are the relationships among the advisee variables of number of advising appointments, age, classification, and advisees' ratings of overall satisfaction with their advisors?

Research question six addressed the relationships among the advisee variables and advisees' overall satisfaction with advisors. Number of advising appointments and classification

Table 25

Spearman's Rho Analysis Between Means of Advisors' Rankings of Priorities and Means of Advisees' Rankings of Advisors' Helpfulness--All Respondents

Item	Advisors' Ranking	Advisors' Mean	Advisees' Ranking	Advisees' Mean	d	d ²
23. Helping with course scheduling and registration	1	2.60	1	3.67	0	0
24. Picking courses appropriate to advisee's abilities and interests	2	2.51	2	3.52	0	0
25. Exploring majors of interest to the advisee	6	2.04	3	3.10	3	9
26. Developing advisees' interest in an academic discipline	9	1.77	6	2.80	3	9
27. Advising about opportunities for graduate study	3.5	2.08	8	2.51	4.5	20.25
28. Exploring vocational possibilities and interests	8	1.88	9	2.46	1	1
29. Advisor being someone the advisee can discuss personal concerns with	10	1.66	10	2.35	0	0
30. Advisee achieving more realistic understanding of his/her goals	5	2.06	5	2.89	0	0

Table 25
continued

Item	Advisors' Ranking	Advisors' Mean	Advisees' Ranking	Advisees' Mean	d	d ²
31. Encouraging advisee's personal and intellectual growth	7	1.93	7	2.62	0	0
32. Cutting through institutional red tape	3.5	2.08	4	2.95	.5	.25

Rho = .76*

*p > .05

Table 26

Spearman's Rho Analysis Between Means of Advisors' Rankings of Priorities and Means of Advisees' Rankings of Advisors' Helpfulness--University A

Item	Advisors' Ranking	Advisors' Mean	Advisees' Ranking	Advisees' Mean	d	d ²
23. Helping with course scheduling and registration	1	2.63	1	3.65	0	0
24. Picking courses appropriate to advisee's abilities and interests	2	2.54	2	3.46	0	0
25. Exploring majors of interest to the advisee	4.3	2.09	4	2.98	.3	.09
26. Developing advisees' interest in academic discipline	9	1.78	6	2.68	3	9
27. Advising about opportunities for graduate study	3	2.27	8	2.48	5	.25
28. Exploring vocational possibilities and interests	7.5	1.81	9	2.42	1.5	2.25
29. Advisor being someone the advisee can discuss personal concerns with	7.5	1.81	10	2.18	2.5	6.25
30. Advisee achieving more realistic understanding of his/her goals	4.3	2.09	5	2.79	.7	.49

Table 26
continued

Item	Advisors' Ranking	Advisors' Mean	Advisees' Ranking	Advisees' Mean	d	d ²
31. Encouraging advisee's personal and intellectual growth	4.3	2.09	7	2.58	2.7	7.29
32. Cutting through institutional red tape	6	1.90	3	3.04	3	9

Rho = .64*

*p > .05

Table 27

Spearman's Rho Analysis Between Means of Advisors' Rankings of Priorities and Means of Advisees' Rankings of Advisors' Helpfulness--University B

Item	Advisors' Ranking	Advisors' Mean	Advisees' Ranking	Advisees' Mean	d	d ²
23. Helping with course scheduling and registration	1	2.35	1	3.28	0	0
24. Picking courses appropriate to advisee's abilities and interests	2	2.28	2	3.32	0	0
25. Exploring majors of interest to the advisee	7	1.78	6	3.09	1	1
26. Developing advisees' interest in an academic discipline	8	1.17	7	2.77	1	1
27. Advising about opportunities for graduate study	5.5	1.85	5	2.37	.5	.25
28. Exploring vocational possibilities and interests	4	2.00	4	2.42	0	0
29. Advisor being someone the advisee can discuss personal concerns with	10	1.28	9	2.47	1	1
30. Advisee achieving more realistic understanding of his/her goals	5.5	1.85	5	2.79	.5	.25

Table 27
continued

Item	Advisors' Ranking	Advisors' Mean	Advisees' Ranking	Advisees' Mean	d	d ²
31. Encouraging advisee's personal and intellectual growth	9	1.64	8	2.63	1	1
32. Cutting through institutional red tape	3	2.14	3	2.74	0	0

Rho = .97*

*p > .05

Table 28

Spearman's Rho Analysis Between Means of Advisors' Rankings of Priorities and Means of Advisees' Rankings of Advisors' Helpfulness--University C

Item	Advisors' Ranking	Advisors' Mean	Advisees' Ranking	Advisees' Mean	d	d ²
23. Helping with course scheduling and registration	1	2.88	1	4.19	0	0
24. Picking courses appropriate to advisee's abilities and interests	2	2.77	2	3.89	0	0
25. Exploring majors of interest to the advisee	4.5	2.33	3	3.40	1.5	2.25
26. Developing advisees' interest in an academic discipline	8.3	1.88	5	3.10	3.3	10.89
27. Advising about opportunities for graduate study	6.5	2.00	7	2.80	1.5	2.25
28. Exploring vocational possibilities and interests	8.3	1.88	9	2.60	.7	.49
29. Advisor being someone the advisee can discuss personal concerns with	8.3	1.88	10	2.56	1.7	2.89
30. Advisee achieving more realistic understanding of his/her goals	4.5	2.33	4	3.28	.5	.25

Table 28
continued

Item	Advisors' Ranking	Advisors' Mean	Advisees' Ranking	Advisees' Mean	d	d ²
31. Encouraging advisee's personal and intellectual growth	6.5	2.00	8	2.71	2.5	6.25
32. Cutting through institutional red tape	3	2.44	6	3.07	3	9

Rho = .79*

*p > .05

were both found to be significant predictors of advisee satisfaction. Age was not a significant predictor.

A multiple R of .277 was computed for the overall sample, with number of advising appointments and advisees' classification and age as the independent variables, and overall satisfaction with advisor as the dependent variable. This computation accounted for 7.67% of the variance. Number of advising appointments was significant ($F\ 4.72, p < .001$) as was classification ($F\ 2.79, p < .026$). Age was not significant ($F\ 0.43, p < .787$). Separate analyses by institution revealed only minor variations, which may have occurred by chance.

In general, there was a tendency for students who saw their advisors more often to be more satisfied. Mean satisfaction of students seeing their advisors only one time was 3.37; two or three times--3.77; four or five times--3.70, and six or more times--4.26.

With regard to classification, juniors had the highest mean ratings of overall satisfaction, that is, 4.02, compared to 3.72 for freshmen, 3.59 for sophomores, and 3.43 for seniors.

What are the relationships among the advisor variables of priorities for advising behaviors, length of advising experience, advisor-to-advisee ratio, and advisees' ratings of overall satisfaction with their advisors?

This final research question looked for relationships among advisor variables and advisee satisfaction. The findings support that advisors' length of experience is inversely related to advisee satisfaction. The other variables examined were not significant predictors.

A multiple regression analysis, with year, ratio, and advisors' priorities as the independent variables, and advisees' overall satisfaction as the dependent variable was computed, but the regression equation was not estimable in this situation. The model was reduced to include only year, ratio, and year with ratio, omitting the advisors' priorities.

A multiple R of .324 was computed for the overall sample. This accounted for 10.5% of the variance. Only one variable, years of experience, was a significant predictor ($F\ 7.33, p < .007$). Advisee load was not a significant predictor ($F\ 0.79, p < .375$), nor was the interaction between years of experience and advisee load ($F\ 0.35, p < .554$). The simple r between advisors' years of experience and advisees' overall satisfaction was $-.281$, significant at the .0003 level of significance. A separate analysis by institution revealed only minor variations, which may have occurred by chance.

Summary of Comments by Advisees

In addition to the 39 items on the Advising Survey Form, respondents were given the opportunity to provide additional feedback by writing their comments on the backs of the response cards. A total of 111, or 20% of the total sample of 559, chose to add written comments. At University A, 33 students, or 15% of University A's sample, chose to add comments. At University B, 66 students, or 27% of University B's total sample (a considerably higher percentage than at University A or B), chose

to add comments. At University C, 12 students, or 12% of University C's sample, chose to add comments.

In general, the comments were neither consistently negative nor positive. There were a number of very strong positive comments about specific advisors and a number of negative comments about specific advisors. At University B, where 47% of students had never seen an advisor, the majority of comments seemed to address how the students were obtaining advisement--the catalog, handouts provided by the institution, and friends--were sources often cited. A few indicated high levels of frustration, as in the following example from University B:

I have been trying for three semesters to get an advisor, with no success. I'm officially a 110 hour freshman, returning to school with a change in major. Sincer there are 4 classes remaining from Basic Studies to take, accounting will not advise me. Undergraduate business is no help because of too many hours and the unusual circumstances. I have a 4.0 average but I need advice badly and can't get it. This is terribly frustrating.

The implications of these optional comments are addressed further in Chapter V.

CHAPTER V
DISCUSSION, CONCLUSIONS, IMPLICATIONS,
AND SUGGESTIONS FOR RESEARCH

As an integral part of the total college or university environment, academic advisement is a potentially powerful resource for enhancing student development. The Board of Regents of the State University System of Florida (SUS) recognized the significance of academic advisement when it authorized a task force to study academic advisement in the SUS. The subsequent report acknowledged that there were problems and offered suggestions for improvement. Inherent in those suggestions was the concept that the advising process is not just an information giving process. Rather, it is a process which addresses the developmental needs of students.

The purpose of this study was to investigate variables thought to be related to the effectiveness of academic advising at three institutions in the SUS. A sample of 559 undergraduate advisees and 45 advisors participated in the study. Advisees were asked to complete a questionnaire which identified their perceptions of what takes place in the advising conference, their perceptions of the outcomes of advising, their ratings of the advisors' helpfulness, and their ratings of advisors in terms of overall satisfaction. The advisors were asked to complete a questionnaire which identified their priorities for advising

behaviors, or methods. Encompassed in these priorities were advising behaviors ranging from information giving to behaviors which are developmental in nature.

A major finding of this study was that almost one fourth of the sample had never seen an advisor. At University B, the proportion was even higher--almost one half of the sample had never seen an advisor. For those students who had never seen an advisor, the question is not one of whether a developmental advising relationship exists, but whether there is an advising relationship of any kind.

Responses to the Research Questions

Advisor Priorities and the Emphasis SUS Advisors Place on Developmental Advising Behaviors

The SUS advisors ranked information giving kinds of advising behaviors as their highest priority. For example, helping students with selecting courses and organizing their schedules was identified as a high priority by almost three-fourths of the advisor sample.

In contrast, fewer than one-fourth stated that encouraging the advisees' personal growth was a high priority. Conversely, this means that three-fourths of the advisors in the SUS did not place a high priority on a clearly developmental advising behavior. In general, this finding held true across institutions, and other developmental advising behaviors were rated similarly.

A number of variables could influence why advisors ranked these developmental advising behaviors relatively low; for

example, the size of the advisee load may preclude there being time to address other than the basic information giving concerns. Additionally, just as research (Biggs, Brodie, & Barnhart, 1975; Rasking & Looney, 1982; Shane, 1981) confirms wide variations in perceptions in the role of advisors, many advisors may not view encouraging advisees' personal growth or discussing personal concerns as a function of their roles. Yet, the data related to research question three (to be discussed later) found significant relationships between these developmental advising behaviors, when present, and advisee satisfaction. This would indicate that advisees view developmental advising behaviors as appropriate and desirable.

The Relationship between Advisees' Descriptions of Advisors' Behaviors and Advisees' Satisfaction

The second research question addressed specific advisor behaviors thought to be related to advisee satisfaction. All of the advisor behaviors advisees were asked to rate were significantly related to advisee satisfaction.

While the information giving behaviors correlated significantly with advisee satisfaction, so did the willingness of the advisor to check the advisees' understanding of what was being said in the advising conference, and the advisors' willingness to discuss the advisees' feeling and emotions. Conversely, for the advisor to seem in a hurry, or to give the advisee incorrect information, or to be unwilling to talk about the advisees' personal knowledge or experience, were behaviors on

the part of the advisor which correlated negatively with advisee satisfaction.

The negative correlation for unwillingness to discuss feelings and emotions was particularly strong at University C, and this may have to do with the expectations of students at a smaller university that they will receive personalized academic advisement. Another possible explanation would be that the older mean age at University C reflects a different developmental stage, with different expectations of the educational experience.

The Relationship Between Advisees' Ratings of Advisors' Helpfulness and Advisees' Overall Satisfaction with Advisors

Research question three asked advisees to rate how helpful their advisors were in 10 areas. These areas paralleled the 10 advisor behaviors that advisors were asked to rank in order of priority.

In this way, a measure of whether the advisors' priorities are being translated into actual advising practice, at least from the perspective of the advisee, is obtained. Further, this provided a measure of how the advisors' helpfulness in these areas correlates with advisee satisfaction.

It appears that if advisors were helpful in terms of picking courses appropriate to the advisees' abilities and interests, helping advisees achieve an understanding of their goals, and helping with scheduling and registration, they were fulfilling the expectations of the overall advisee sample.

Variations in these findings occurred between the universities. At University A, help with exploring majors of interest was very important to advisees. A possible explanation might relate to the model of providing academic advisement at University A. All lower division students were advised through a basic studies advising program. Students would not normally talk with an advisor from their major until they were ready to enter the major. Thus students may be feeling a need for more information prior to moving into the upper division, at which time they are expected to know their major. This was a need voiced in some of the optional comments from students at University A.

At University B, the advisor helpfulness correlating highest with advisee satisfaction was help with achieving a more realistic understanding of the advisees' goals. In essence, this is a more generic area than, for example, help with picking courses appropriate to advisees' abilities and interests.

Possibly, this is related to the method of delivery of advisement services at University B, where students were invited to participate in group pre-advisement at the beginning of the term, encouraged to purchase the university catalog at the campus bookstore, and given handouts regarding requirements for majors. No one-to-one advising was available to students until they entered upper division, at which time they went to their major department for advising. The foregoing procedures address the concrete, rather factual kind of information, but permit little personal interaction with an advisor where one may explore options.

With regard to University C, the advisor helpfulness correlating highest with advisee satisfaction was in the area of cutting through institutional red tape--a behavior priority ranked third by the advisors at this institution.

At University C, a unique situation existed. Until two years ago, University C was an upper division institution. Therefore, literally all of its students were transfer students, and as such, were subject to the problems inherent in transferring from one institution to another.

Even though the upper division had been in place for two years, University C still admitted a large proportion of its students by transfer from a local community college. It is likely that the representative sample contained a proportionate number of transfer students and that these students in particular would have liked assistance with cutting through the institutional red tape associated with transferring.

The Relationship of the Outcomes of Advising with Advisees' Overall Satisfaction with Advisors

The fourth research question examined the outcomes of advising and how they relate to advisee satisfaction. All of the outcomes that advisees were asked to rate were significantly related to satisfaction. With regard to the the overall sample and at the individual institutions as well, feeling confident to pursue an academic program was the advising outcome which correlated highest with advisee satisfaction.

This finding seems consistent with the finding that advisees want help with registration and scheduling, and help with picking courses appropriate to their abilities and interests. It would follow that having been helped in these areas, advisees feel more confident in pursuit of their academic goals and thus would be more satisfied with their advising.

Significant correlations also existed with the outcomes of being better prepared to seek work and being better able to handle problems. These two outcomes would appear to rely on the developmental potential of academic advising, that is, the capacity of advising that is developmental in nature to help students synthesize their academic, career, and personal goals.

The Relationship between Advisees' Perceptions of Advisors' Helpfulness and Advisors' Priorities

Information gained for the fifth research question was limited by the finding that many students had not seen an advisor, or if they had, did not know the advisor's name. The intent of this question was to pair the responses of advisees to the responses of their specific advisors and then to conduct an inter-analysis between advisor/advisee responses. This analysis would have helped determine whether the advisors' priorities were in fact related to the advisees' overall satisfaction.

As an alternative, an analysis of differences in the advisors' rankings of their priorities and advisees' mean ratings of their advisors in the areas identical to the priorities basically confirmed that advisors and advisees agreed that the first

priority is help with scheduling and registration, followed by selecting courses appropriate to the advisees' abilities and interests.

Advisors and advisees also agreed with regard to the lowest ranked priority, which addressed the advisor's being someone with whom the advisee can discuss personal concerns. That is, advisors ranked this as their lowest ranked priority, and advisees agreed that this advisor behavior was least descriptive of the advising conference.

Advisees' perceptions differed with regard to the third ranked priority. Advisors ranked advising students about graduate study as a third ranked priority, but advisees ranked this advising behavior as eighth, in terms of how descriptive it was of the advising conference.

Similarly, when advisors ranked an activity such as exploring majors of interest with advisees as their sixth priority, advisees, on the other hand, ranked it as third most descriptive of the advising conference.

These discrepancies may evolve from the differing expectations of advisor and advisee and the rankings may be colored by those expectations. They suggest a need for initial clarification at the beginning of the advising conference with regard to the focus of the conference.

The Relationships among Advisee Variables and Overall Satisfaction with Advisors

Two variables--number of advising appointments and classification--were found to be significant predictors of advisee

satisfaction. Apparently, the more advising appointments students have, the better satisfied they will be with advising. Possibly, once students have met with an advisor several times, they feel more comfortable discussing personal concerns.

Since willingness to discuss personal concerns was an advisor behavior which correlated significantly with advisee satisfaction, it could be anticipated that number of appointments would also be significant. Perhaps more obviously, the greater the number of appointments, the more help the advisee has received with the basics of scheduling/registration, and picking courses. This reasoning could be extended to justify that the number of appointments would affect the likelihood of success with regard to all of the advisor behaviors correlating with advisee satisfaction.

Class standing was also a significant predictor of advisee satisfaction, with the higher level juniors and seniors better satisfied than the lower division freshmen and sophomores. This finding may be in some way related to the academic advising models in place at the various institutions. In general, it appears that upper division students had a clearer, more well-defined path to academic advisement than did lower division students. This was especially true at Universities A and B.

At University A, for example, freshmen and sophomores were seen by peer advisors, and upper division students are seen by faculty members in their majors. There may have been inherent weaknesses in the peer advising model, or possibly, the advisees'

perceptions of peer advisors differed from perceptions of faculty advisors.

At University B, where there was no formal structure for offering freshmen and sophomores academic advisement, these lower division students may have had greater difficulty in obtaining the information they needed than did their upper division counterparts, who had access to faculty advisors from their majors.

At University C, academic advisement was provided via a very structured format. Students at all levels had access to academic advisement. Possibly the upper division students were better satisfied because they had made it through the difficulty of transferring, had declared their majors, and had established a relationship with the advisors for their majors.

The Relationships among Advisor Variables and Advisees' Overall Satisfaction with Advisors

The final research question examined variables related to the advisors to determine whether any of these could be identified as significant predictors of the advisees' satisfaction. Years of experience was negatively correlated with advisee satisfaction--an unexpected finding, because in most areas of life, the more experience the worker has, the better he/she does the job.

Possibly, advisors who have been advising longer have had additional responsibilities added to their job descriptions as time went on, thus diminishing the amount of time they have for advising. They may be striving to move up the academic hierarchy

and thus must focus on those behaviors which appear to be most rewarded in the institutional milieu. This preoccupation on the part of the advisor may result in the advisee having difficulty in obtaining an appointment, or the advisor may simply "appear to be in a hurry"--an advisor behavior which correlated negatively with advisee satisfaction.

Another explanation would be the possible incongruity in life stages of the advisor and the advisee. Older advisors may be experiencing a need to "pull back" from so much intense student contact in order to pursue their own developmental needs (Bess, 1973).

Conclusions

The following conclusions emerge from this study:

In general, advisors in the institutions surveyed perceive advising to be an information giving function. It appears that advisors need to learn an expanded definition of their roles with regard to student development. Appropriate training and adequate resources will be necessary if advisors are to become aware of and accept this expanded conceptualization of the role of academic advisors.

Advisors do engage in some undesirable advising behaviors, at least from the perspective of their advisees. Advisees' descriptions of their advising conferences confirmed that a number of advisor behaviors or methods are significantly related to advisee satisfaction. While most of the behaviors attaining significance could be termed "desirable," a few were negatively

correlated with advisee satisfaction. Some of these, such as giving advisees incorrect information about academic regulations, are obvious, but other negatively correlated behaviors may not be so apparent. In general, those advisor behaviors which were negatively correlated with advisee satisfaction reflect the advisors' unwillingness to have the advising conference address other than specifics related to course selection and registration. Advisors need to be made aware of the relationship of these limiting advising behaviors to advisee satisfaction.

Since advisor helpfulness in all ten areas surveyed correlated significantly with advisee satisfaction, it may be inferred that these ten areas are ones in which advisees desire assistance. Yet, advisors did not place a high priority on helping in all ten areas and, in fact, stated that some of the ten were not a priority. Advisors need to know that their willingness to be helpful in these areas correlates with advisee satisfaction. This, again, will require training which increases advisor awareness with regard to the potential for academic advising to be developmental in nature.

A number of outcomes of advising were significantly related to advisee satisfaction. Inherent in these outcomes is the basis, not only for a philosophy of advising, but for specific components/goals of advising programs, as well. Planners and administrators of advising programs, as well as advisors, need to be aware that outcomes such as the advisees' being better able to handle personal problems, feeling more confident as a student,

and being better prepared to seek work all correlated significantly with advisee satisfaction.

Also inherent in these significant outcomes is validation of academic advising's potential for influencing student development, for these outcomes depend, in part, on providing advisement which acknowledges the role of academic advisement in helping advisees synthesize their academic, career, and personal goals.

The finding that many advisees at Universities A and B had never seen an advisor is cause for concern. Advising's potential to enhance student development and retention is obviously abated when advisor/advisee contact has not occurred. This finding suggests a need for review of the models of academic advisement in place at these two institutions.

Generally speaking, lower division advisees at the institutions surveyed are less satisfied with the advising they have received than are the upper division advisees. This finding, which held true across institutions, suggests a need to review the models of delivery of academic advising services to lower division students.

Apparently, it is important that advisees be free to have as many appointments as necessary with advisors, since number of appointments was a significant predictor of advisee satisfaction. Advisees who have had multiple appointments are more likely to have established a meaningful relationship with the advisor, one which permits the full range of advising behaviors and the establishment of an advisor/advisee relationship which has potential for enhancing the advisees' achieving their goals.

In general, advisors' length of experience may work against the effectiveness of the advising they provide rather than enhancing its effectiveness. This is cause for concern, for it has implications for the staffing of advising centers, and for the assignment of advising responsibilities to faculty advisors.

Implications

Universities of the 1980s are not the small, personalized places they may have been in earlier times. Rather, they are more likely to be large, impersonal places where students are faced with myriad choices. This necessitates a conscious planning for the quality of the institutional environment and how it contributes to students' personal and intellectual growth.

The findings of this study support the necessity for such planning and provide the following implications.

Students desire advising. This was well supported by the optional comments. Those who do not receive academic advisement may ultimately find the institutional environment--if not hostile, then uninviting. University planners must provide models of academic advisement which make advising easily accessible to all students, both lower and upper division.

Because advisee satisfaction is significantly related to the number of advising appointments, academic advising programs must be so planned that advisees are free to consult with the advisors when needed. This may necessitate additional funding to ensure

that advisors' advisee loads and other responsibilities do not place undue limits on the services they offer their advisees.

Most of the the academic advisors surveyed ranked encouraging advisees' personal and intellectual growth or being willing to discuss advisees' personal concerns as "not a priority." This finding suggests that either academic advisors do not perceive this to be a part of their roles, or that other variables preclude their being able to form developmental academic advising relationships with their advisees. If the former is true, there are implications for hiring and training of academic advisors. If the later is the case, there are implications for the structure of the academic advising delivery models in use at the institutions surveyed.

University administrators need to re-examine the assignment of faculty to advising responsibilities in light of the finding that length of experience is negatively related to advisees' satisfaction. This touches on the issue of what faculty behaviors will be rewarded and the possible expectation that faculty members will altruistically sacrifice time needed for those behaviors in order to advise students. Other considerations may be the developmental needs of faculty, or the need for programs designed to foster renewal.

Suggestions for Further Research

1. Additional research is needed which explores the reasons why so many students in the SUS, particularly at University B, had never received academic advisement.

2. Further research is needed to determine whether those who have never received academic advisement have a higher drop-out rate than do those who received advisement.

3. The finding that advisors' length of experience is negatively related to advisee satisfaction bears further examination. Research examining possible differences between professional, full time advisors and faculty advisors who advise only as a part of their overall responsibilities is needed. Other variables, such as opportunity for input into the advising system, as well as advisor training, should also be addressed.

4. Research which explores advisee satisfaction in relation to the model of delivering academic advisement is needed.

5. Additional research is needed to address the status of academic advisement with regard to graduate students in the SUS.

6. Additional research is needed to address the status of academic advisement with regard to private colleges and universities.

Summary

This study identified the following variables which are related to the effectiveness of academic advisement in the SUS:

Information giving advisor behaviors are significantly related to advisee satisfaction.

Developmental advising behaviors, such as being willing to discuss personal concerns, are also significantly related to advisee satisfaction.

Limiting advising behaviors, such as seeming to be in a hurry, or limiting the topics students feel they can discuss, are inversely related to advisee satisfaction.

Number of advising appointments is related to advisee satisfaction. The greater the number of appointments, the higher advisee ratings of satisfaction are likely to be.

Student classification is related to advisee satisfaction, with lower division students being less satisfied than upper division students.

Length of advisors' experience correlates negatively with advisee satisfaction. That is, the longer the advisor has been advising, the lower the level of satisfaction among his/her advisees is likely to be.

Providing academic advisement which acknowledges all of the foregoing variables in large public institutions is no small challenge.

The poet Rilke (1904/1984) wrote:

At bottom, and just in the deepest and most important things, we are unutterably lone, and for one person to be able to advise or even help another, a lot must go well, a whole constellation of things must come right in order to once succeed. (p. 14)

The challenge facing those of us interested in academic advising is to help insure that the "whole constellation of things" comes together in the SUS of Florida.

APPENDIX A

LETTER MAILED TO COLLEGE DEANS

Dear Dean _____:

A study of academic advisement is being conducted in the State University System, and a class in the College of _____ was randomly selected to participate in the study. The purpose of this letter is to request your consent for my contacting the instructor of this class and asking permission for me to administer a brief survey questionnaire regarding academic advisement.

The data derived from this study will provide valuable information for advisors and for administrators who plan advising programs. The results of this study will be shared with you and the participants on request.

To assure you of the credibility of the study, I am attaching a letter of endorsement from Chancellor Charles B. Reed. Should you desire more detailed information, I will be happy to talk with you at your convenience. I will telephone your office in a few days to confirm your receipt of this request and to determine your wishes in this regard.

Thank you for your consideration. Your cooperation and assistance will be an invaluable contribution to the study.

Sincerely,

Betty W. Meers
Research Coordinator

Enclosure

APPENDIX B

LETTER OF ENDORSEMENT FROM CHANCELLOR



STATE UNIVERSITY SYSTEM OF FLORIDA
107 W. Gaines Street, Tallahassee, Florida 32301

December 10, 1985

Ms. Betty W. Meers, Advisor
University of North Florida
4567 St. Johns Bluff Road, S.
Jacksonville, Florida 32216

Dear Ms. Meers:

I am pleased to learn that you have selected for your doctoral dissertation a study of the status of academic advising in the State University System. We agree that academic advising can play a vital role in student development and retention of students. For this reason, the Board of Regents has been interested in ways of improving academic advising since Chairman Dubey Ausley appointed an Academic Advisement Task Force in 1981.

I enthusiastically endorse your survey study which will provide data relevant to the current status of academic advisement in our system. The results of your study which you share will provide valuable data for planning.

Thank you for informing me of your dissertation and good luck.

With kind regards,

Sincerely,

Charles B. Reed
Chancellor

CBR/cdt

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Gainesville • Tallahassee • Tallahassee • Tampa • Boca Raton
University of West Florida • University of Central Florida • University of North Florida • Florida International University
Pensacola • Orlando • Jacksonville • Miami

APPENDIX C

LETTER MAILED TO INSTRUCTORS

February 18, 1986

Dear Dr. _____:

A study of academic advisement is being conducted in the State University System, and a class in the College of Education, EDE 3804 Curriculum for Elementary Education, was randomly selected to participate in the study. The purpose of this letter is to ask you if I may come to this class and administer a brief survey questionnaire regarding academic advisement at a time convenient for you.

The data derived from this study will provide valuable information for advisors and for administrators who plan advising programs. The results of the study will be shared with you and the participants on request.

To assure you of the credibility of the study, I am attaching a letter of endorsement from Chancellor Charles B. Reed. Also, I have previously written Dr. David Smith and obtained his permission to contact you regarding this study. Should you desire more detailed information, I will be happy to talk with you at your convenience.

Thank you for your consideration. Your cooperation and assistance will be an invaluable contribution to the study. I will telephone your office in a few days to confirm your receipt of this request and to discuss this with you.

Sincerely,

Betty W. Meers
Research Coordinator

APPENDIX C

INFORMED CONSENT GIVEN TO ADVISEES

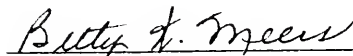
INFORMED CONSENT FORM

Dear Advisee:

Knowledge of how advisees and advisors view academic advisement is especially helpful for those who plan and deliver academic advisement services. You are being asked to complete a survey questionnaire which will provide valuable feedback regarding academic advisement for the purpose of learning more about factors which lead to effective academic advisement.

Although there is no monetary compensation, results will be made available, if requested, at the completion of the project. General results also will be made available to the deans of the colleges participating in this study. Individual responses are anonymous and will NOT be made available to school officials. There is no risk or discomfort expected, and you are free to withdraw and discontinue at any time without prejudice; however, you are urged to complete this questionnaire.

If you have questions, please call me at 904-646-2530. Your cooperation in completing this questionnaire is needed and appreciated.



Betty W. Meers
Project Coordinator
2153 Sweet Briar Lane
Jacksonville, FL 32217

If you would like a copy of the results, please fill in your name and address below:

APPENDIX E

LETTER MAILED TO ADVISORS



UNIVERSITY OF NORTH FLORIDA

4567 ST. JOHNS BLUFF ROAD, S. JACKSONVILLE, FLORIDA 32216

COLLEGE OF EDUCATION AND HUMAN SERVICES
CENTRAL ADVISEMENT OFFICE
904/646-2530

February 14, 1986

Dear Faculty Member:

A study of academic advisement is being conducted at three universities in the State University System. The purpose of the study is to identify variables which contribute to an effective academic advisement program.

Your input as a faculty member who also advises is essential. Please complete the enclosed brief survey and return to me in the envelope provided. Also, please sign and return the enclosed Informed Consent Form.

Of course, all responses will be reported only in descriptive numbers, such as means and percentages. Names of individuals and institutions will be held in strictest confidence. I will furnish you a personal copy of the research results so that you may take advantage of the information developed in this study.

If you have any problems or questions, or if for any reason you cannot complete this request before February 24, please call me at work (Suncom 661-2530), or call my home collect (904-733-3105). Please feel free to call at any time.

Thank you for your assistance. I could not complete this study without your help.

Sincerely,

Betty W. Meers
Academic Advisor

Enclosures

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APPENDIX F

INFORMED CONSENT GIVEN TO ADVISORS

INFORMED CONSENT FORM

Dear Advisee or Advisor:

Knowledge of how advisees and advisors view academic advisement is especially helpful for those who plan and deliver academic advisement services. You are being asked to complete a survey questionnaire which will provide valuable feedback regarding academic advisement for the purpose of learning more about factors which lead to effective academic advisement.

Although there is no monetary compensation, results will be made available, if requested, at the completion of this project. General results also will be made available to the deans of the colleges participating in this study. Individual responses are anonymous and will NOT be made available to school officials. There is no risk or discomfort expected, and you are free to withdraw and discontinue at any time without prejudice; however, you are urged to complete this questionnaire.

If you have questions, please call me at 904-646-2530. Your cooperation in completing this questionnaire is needed and appreciated.

Betty W. Meers
Project Coordinator
2153 Sweet Briar Lane
Jacksonville, FL 32217

I have read and I understand the procedure described above. I agree to participate in the procedure and I have received a copy of this description.

_____ Subject	_____ Date	_____ Witness	_____ Date
------------------	---------------	------------------	---------------

_____ Betty W. Meers Principal Investigator	_____ Date
---	---------------

If you would like a copy of the results, please complete your address below:

APPENDIX G

FOLLOW-UP POSTCARD MAILED TO ADVISORS

Dear Faculty Member:

If you have not already done so, please complete the Advisor Information Survey form and return to me as soon as possible. Your input is needed in order to complete the study.

Thanks again.

APPENDIX H
INSTRUMENT ADMINISTERED TO ADVISEES

ADVISING SURVEY FORM

(3rd Edition)

Your honest and thoughtful answers to these questions will provide useful information to your advisor. Please answer each question by marking the appropriate number in the space provided on the IDEA Response Card. Be sure that the number of the question you are marking corresponds to the number of the question you are answering.

First, complete the information on the top of the card. Write in the name of your institution; the name of your ADVISOR where it says "Instructor"; under "Course Number" write the word "Advising"; under "Hours and Days Class Meets" write today's date.

How descriptive of your meetings with your advisor is each of the following? Rate questions 1-22 using the following key:				
Not at all descriptive (least accurate)				Very descriptive (most accurate)
1	2	3	4	5

My Advisor:

1. Asked me questions about my college experience.
2. Used knowledge of his/her own field of specialization in advising.
3. Summarized my comments.
4. Used knowledge of courses and course-content to aid me.
5. Checked to see if I understood what he/she was saying.
6. Did not encourage me to talk about my knowledge and experience.
7. Used knowledge of career opportunities in advising me.
8. Clearly described his/her responsibilities as advisor.
9. Seemed relaxed while talking with me.
10. Put limits on the types of topics I could bring up.
11. Explored with me the obstacles I need to overcome to reach my goal(s).
12. Asked me to list the options or choices I had.
13. Suggested that I set a time-table for reaching my goals.
14. Used knowledge of rules/regulations of the college in advising me.
15. Challenged me to higher academic performance.
16. Was easy to get to see.
17. Was willing to discuss my feelings and emotions.
18. Used knowledge of postgraduate opportunities in advising me.
19. Gave me incorrect information about academic regulations.
20. Avoided discussing my personal problems.
21. Seemed in a hurry to end our meetings.
22. Suggested other people (or offices) from whom I could seek help.

Rate your advisor's HELPFULNESS in each of the following areas. For those items which are not applicable to your relationship with your advisor, leave the item blank; otherwise use the following key:				
Definitely not HELPFUL				Very HELPFUL
1	2	3	4	5

23. Helping with course scheduling and registration.
24. Picking courses appropriate to my abilities and interests.
25. Exploring majors of interest to me.
26. Developing my interest in an academic discipline.
27. Advising me about opportunities for graduate study and programs.
28. Exploring vocational possibilities and interests with me.
29. Being someone I can discuss personal concerns with.
30. Achieving a more realistic understanding of my goals.
31. Encouraging my personal and intellectual growth (independent of course and career selection).
32. Cutting through institutional red-tape.

Copyright Center for Faculty Evaluation and Development in Higher Education and Howard C. Kramer and Robert E. Gardner, 1979.

Answer questions 33-37 considering the results of your relationship with your faculty advisor using the following key:

Strongly Disagree 1 2 3 4 5 Strongly Agree

33. I am more confident in pursuing my academic program.
 34. I am better prepared to seek a job or pursue further study.
 35. I am better able to handle my personal problems.
 36. I understand how to achieve my goals within this institution. (i.e., I understand the graduation requirements, how to proceed on academic and other matters, etc.)
 37. Having a good advisor to work with is very important to me.
 38. I worked hard so that my advising would be a success.
 39. Overall, I consider my advisor to be a good advisor.

The following questions are for research purposes only, to study their possible relationship to advising. We would appreciate your help with this research, but if a question does not seem to apply, or you do not wish to answer it, simply leave it blank.

- A. How many times have you met (for 10 minutes or more) with your current advisor?
 1 = I have not met with my advisor 4 = Four or Five
 2 = One 5 = Six or more
 3 = Two or Three
- B. How long have you had your current advisor?
 1 = 1-6 Months 4 = 19-24 Months
 2 = 7-12 Months 5 = Over 2 Years
 3 = 13-18 Months
- C. What is your classification?
 1 = First year 4 = Fourth year
 2 = Second year 5 = Other
 3 = Third year
- D. What is your age?
 1 = Under 18 4 = 30-39
 2 = 18-22 5 = 40 or over
 3 = 23-29
- E. Which of the following best describes your ethnic background? (If you are a foreign student, please leave blank.)
 1 = Asian American 4 = Native American
 2 = Black American 5 = White American
 3 = Hispanic American
- F. What is your ADVISOR's ethnic background? (Use the same options as in "E".)
- G. Are your grades mostly:
 1 = A's 4 = D's
 2 = B's 5 = F's
 3 = C's

We ask you to write comments on things which your advisor did which were especially helpful, or not helpful, or other suggestions. Use the back of the Response Card (unless otherwise directed).

THANK YOU.

APPENDIX I

INSTRUMENT ADMINISTERED TO ADVISORS

ADVISOR INFORMATION FORM

(1-22) NAME _____

Different advising programs have different goals. Considering the kind of help your institution wants to offer advisees through its advising program, circle the letter which best describes the relative priority for EACH of the following ten areas. Use the following key:

N = Not a priority P = A priority H = A high priority

The students are asked to rate how HELPFUL the advisor was in each area.

- | | | |
|--|------|-------|
| (23) Helping with course scheduling and registration | (23) | N P H |
| (24) Picking courses appropriate to advisee's abilities and interests | (24) | N P H |
| (25) Exploring majors of interest to the advisee | (25) | N P H |
| (26) Developing advisee's interest in an academic discipline | (26) | N P H |
| (27) Advising about opportunities for graduate study and programs | (27) | N P H |
| (28) Exploring vocational possibilities and interests | (28) | N P H |
| (29) Advisor being someone the advisee can discuss personal concerns with | (29) | N P H |
| (30) Advisee achieving more realistic understanding of his/her goals | (30) | N P H |
| (31) Encouraging advisee's personal and intellectual growth (independent of course and career selection) | (31) | N P H |
| (32) Cutting through institutional red-tape | (32) | N P H |

The remaining questions are for research purposes only, to study their possible relationship to advising. We would appreciate your help with this research, but if a question does not seem to apply, or you do not wish to answer it, simply leave it blank.

- (33-36) Your department or office _____
- (37) Are you primarily:
- | | |
|--------------------------------|--------------------------------|
| ___ 1 = Teaching faculty | ___ 4 = Peer (student) advisor |
| ___ 2 = Professional counselor | ___ 5 = Other |
| ___ 3 = Professional advisor | |
- (38-39) How many undergraduate students do you advise? _____
- (40-41) How many graduate students do you advise? _____
- (42-43) How many years have you been advising? _____

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BIOGRAPHICAL SKETCH

Betty Joe Meers (nee White) was born and raised in Louisville, Kentucky, where she was a member of one of the first classes to graduate from a co-educational high school. Louisville's high schools had been sex segregated until 1950. Upon graduation, Ms. Meers received the American Legion Award for honor, industry, scholarship, leadership, and service.

When Ms. Meers began her college career, she was awarded two scholarships and entered David Lipscomb College in Nashville, Tennessee, in 1953. During her freshman year, she married Tommy Clark Meers, who was pursuing a pre-law program. His career subsequently brought them to Jacksonville, Florida. Their children, Dona and Tom, Jr., were born in 1955 and 1959, respectively.

Following the birth of her daughter, Ms. Meers opted to discontinue her college studies in order to be a full-time mother, but in 1969, she re-entered college and subsequently completed her Bachelor of Arts in English at Jacksonville University in 1971. She then accepted a teaching position at Orange Park High School in Orange Park, Florida.

In 1974, Ms. Meers completed the Master of Education degree in education/English at the University of North Florida (UNF) and shortly thereafter accepted a teaching position in UNF's learning lab. Having been a re-entry student herself, Ms. Meers was

especially interested in the needs of this group of students and developed a support group for re-entry women at UNF.

Ms. Meers entered the University of Florida's doctoral program in counselor education in 1981. In 1983, Ms. Meers accepted an advisor/instructor position in the College of Education and Human Services at UNF and has continued in this position while working to complete her doctoral studies. She has added to her responsibilities in the college an affiliation with the Florida Vocational Education Program, which is a federally funded grant addressing sex equity issues. She has also developed a new course which she teaches through the college's Counselor Education Department. The course explores the counseling needs of special populations, for example, minorities and older persons.

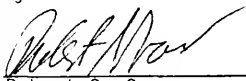
Ms. Meers serves annually on UNF's Black History Month Committee, as well as on other college and university committees. She is a member of the American Association for Counseling and Development. Her special interests include women's issues and the counseling needs of older persons. She is a devoted traveler and has visited countries in Asia, Europe, Africa, and Central America, thus enjoying an exposure to other cultures which has heightened her interest in the values and world views of other people.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



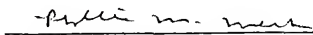
Harold C. Riker, Chairman
Professor of Counselor Education

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Robert S. Soar
Professor of Foundations of
Education

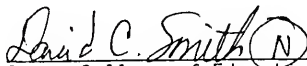
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Phyllis M. Meek
Associate Professor of Counselor
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This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

December 1986



Dean, College of Education

Dean, Graduate School

